DOCUMENT RESUME

ED 470 769 CE 084 065

AUTHOR	Barrineau, Irene T., Ed.
TITLE	Building Solid Communities within Higher Education: Leadership, Connections and Commitment. Proceedings of the Annual Meeting of the Association for Continuing Higher Education (63rd, Vancouver, British Columbia, November 3-6, 2001).
INSTITUTION	Association for Continuing Higher Education.
PUB DATE	2001-11-00
NOTE	96p.
AVAILABLE FROM	ACHE, Trident Technical College, Post Office Box 118067, CE-M, Charleston, SC 29423-8067 (included in membership; $17 in U.S.; $20 outside of U.S.). Tel: 800-807-ACHE (Toll Free); Fax: 843-574-6470; e-mail: irene.barrineau@tridenttech.org; Web site: http://www.acheinc.org/ achemnpg.htm.
PUB TYPE	Collected Works - Proceedings (021)
EDRS PRICE	EDRS Price MF01/PC04 Plus Postage.
DESCRIPTORS	Adult Education; Adult Learning; Adult Students; College Instruction; *College Programs; Community Colleges; *Community Education; Community Programs; Computer Mediated Communication; *Continuing Education; *Distance Education; Educational Change; Educational Cooperation; *Higher Education; Intergenerational Programs; Labor Force Development; Leadership; Lifelong Learning; *Nontraditional Students; Older Adults; Online Systems; Organizational Change; Partnerships in Education; Social Integration; Study Abroad; Teacher Attitudes; Universities
IDENTIFIERS	Customer Services

ABSTRACT

These proceedings presents addresses, 60 concurrent sessions, and business meetings from a conference that evolved from a vision of people coming together--like a town meeting--to start building "communities of interest and practice." Part 1 includes the presidential-elect address on his theme for the next conference, "Pathways to Success: Teamwork, Leadership, and Change" (Leiter) and addresses from General Sessions I-III. Part 2, Concurrent Sessions, has these representative titles: "It's Still Your Course" (McLaurin, McLaurin); "Offer the World to Your Students" (Moore et al.); "Can a Commission for Adult Learners Effect Change in a Research University?" (Harrison); "On-Demand Workforce Development" (Major); "Collaborative Arts Programming" (Thompson, Brown); "Ethical Implications for Leadership" (Lawler, Sork); "Development of a Higher Education Center" (Murray et. al); "Frontloading for Success" (Hardaway et al.);" "'Customer' Is Not a Dirty Word" (Jackson); "Developing Community in Online Courses" (Bonhomme, Knerly); "Joining Forces to Enhance Economic Security, Competitiveness, and Improved Quality of Life" (Miller et al.); "Creation of the Bath-Highland Distance Learning Consortium" (Curry); "Part-Time Faculty" (Halfond); "Economic Development Assessment Tool for Expanding or Relocating Companies" (Rokicki); "Leadership in Continuing Education" (Garrison); "Change is Good" (Simmons, Jr.); "Unleashing the Power of Partnerships for Stronger Programs and Communities" (Harbit); "How 'GAS' Can Improve Your Customer Service!" (Shinn); "Mainstreaming Continuing Education Programs" (DiBella); "Conquering the Digital Divide" (Simmons, Jr. et al.); "Building Commitment to Adult Students" (Pearson); "Learning to

Reproductions supplied by EDRS are the best that can be made
from the original document.

Lead" (Brown); "Writing for Publication" (Hanniford); "Does Learning Mean Punching the Clock?" (Husson et al.); "Programming for Community" (Patterson); "Collaboration on Campus" (Hyams) "Writing Across the Curriculum" (Shamoon, Bolotow); "Getting from Here to There" (Bash); "South Carolina Partnership for Distance Education" (Hoskins); "Unsung Heroes of Adult Student Success" (Bolen, Pearson); "Graduate Students' Perspective on Adult and Continuing Education" (Nesbit, Taylor); "You Want Me to Plan a Conference?" (Burgin); "Considering the Implications of Building Solid Partnerships in Your Community" (Kelley, Gordon); "Creating a Continuing Studies Programming Niche in Community College Leadership Development" (Herron, Major); "WorkerCAP--the Worker Centered Assessment Process" (Manning); "Creating Your Vision as Teacher-Performer-Architect" (Sterley); "Higher Education and Older Adults in Your Community" (Foster); "So You Have More Nontraditional Students Than Ever, Now What?" (Pugh et al.); and "Delivery of Degree Programs Off-Campus" (Hamilton et al.) Part 3 consists of committee and network reports of the sixty-third annual meeting of the association for continuing higher education. (YLB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 470 769

ACHE

PROCEEDINGS

Building Solid Communities Within Higher Education:
Leadership, Connections and Commitment
Association For Continuing Higher Education
63rd Annual Meeting • Vancouver, Canada • November 3-6, 2001

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

W.H. Whelan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

2001

BEST COPY AVAILABLE

ACHE
Proceedings

Building Solid Communities Within Higher Education: Leadership, Connections and Commitment

Association For Continuing Higher Education, Inc.
63rd Annual Meeting • Vancouver, Canada • November 3-6, 2001

Irene T. Barrineau
Editor

Preface

The 2001 Proceedings of the Association for Continuing Higher Education are presented herein. These proceedings record the 63rd Annual Meeting of ACHE held in Vancouver, British Columbia, Canada. ACHE President Nancy Thomason's theme *Building Solid Communities Within Higher Education: Leadership, Connections and Commitment* evolved from her vision of people coming together–like a town meeting–to start building "Communities of Interest and Practice."

Nancy's assurance to the members that Vancouver would be a destination and a conference to remember succeeded. Cosmopolitan Vancouver offered it all; including, international shops, five-star restaurants and parks. From the opening reception with Royal Mounties greeting members and their guests as they arrived with the bagpipers leading the opening session processional to the closing banquet, the Association was treated like royalty.

Congratulations to Art Hoover and his program committee. Their hard work was evident in the selection and positioning of speakers, workshops and concurrents. Their challenge to the members to find a more appropriate professional development learning opportunity was met.

Penny Southby, local arrangements chair, Margit Nance, Colin Yerby, Jack Blaney and the Simon Fraser staff were gracious hosts along with the magnificent world class Pan Pacific Hotel staff.

The courage and determination of the ACHE membership to move ahead with and attend the 2001 Annual meeting in Vancouver, despite travel obstacles and flying fears in the wake of the September 11, 2001 events, was heartwarming.

Please accept these Proceedings of the Association for Continuing Higher Education's 63rd Annual Meeting.

Irene T. Barrineau, Editor
ACHE Proceedings

Table of Contents

Part One: Addresses

Presidential-Elect Address
Pathways to Success: Teamwork, Leadership, and Change (TLC) 6
General Session I
Building Visionary Communities for an Uncertain Future 7
General Session II
Making the Shoe Fit: The "Rightness" of Commitment 8
General Session III
Leading in the Midst of Change 9

Part Two: Concurrent Sessions

It's Still Your Course. Making Faculty Comfortable with Online Instruction 12
Offer the World to Your Students: Short Term Study Abroad for Adults 13
Can a Commission for Adult Learners Effect Change in a Research University? 14
On-Demand Workforce Development: An Internet-Based Curriculum Available to Learners Anytime, Anywhere 15
Collaborative Arts Programming: A Case Study 17
Ethical Implications for Leadership: Some Recent Research 19
Development of a Higher Education Center: A Multi-Level Partnership 20
Frontloading for Success: A Model for Creating a Positive Learning Environment for First Semester Freshmen 21
"Customer" is Not a Dirty Word: Cultivating Value-Added Opportunities for Faculty and Learners in Online Programs 23
Developing Community in Online Courses: Advising and Administrative Technique and Building "Community" in Distance Learning 24
Joining Forces to Enhance Economic Security, Competitiveness, and Improved Quality of Life 25
Creation of the Bath-Highland Distance Learning Consortium 26
Part-Time Faculty: Understanding Those Who Determine Our Quality and Success 27
Economic Development Assessment Tool for Expanding or Relocating Companies (Profiling Project) 29
Leadership in Continuing Education: Strategies for Effecting Change in a Research University 31
Change is Good: Lessons Learned in Spearheading a University's Commitment to Outreach and Service 33
Unleashing the Power of Partnerships for Stronger Programs and Communities 34
What Our Students Tell Us: Constructing and Analyzing a Comprehensive Student Survey 36
Building a Continuing Education Web Community 36
How "GAS" Can Improve your Customer Service! 36
Understanding Continuing Education through Its Connections and Relationships with the University and the Environment 39
Mainstreaming Continuing Education Programs: Integrating Policies and Procedures 39
Executing a Plan for Enrollment Management 40
Conquering the Digital Divide: A 21st Century Mandate for HBCUs 41
Building Commitment to Adult Students: Developing Support 42
Learning to Lead: A Personal and Organizational Imperative 44
Writing for Publication 45
Does Learning Mean Punching the Clock? 46
Programming for Community: Learning from One Another 47
Bottom Line Financial Management for CE Units 48
Establishing a Distance-Learning Niche: Five Essential Steps 48
Keeping the Focus on the Learner and Learning: On-line or in Class 49
Older Adult Learning Network Awards Presentation 49
Crossing Traditional Boundaries: Undergraduate Programs within the Appalachian Learning Alliance 50
Collaborations on Campus: What Works and Why! 50
Writing Across the Curriculum: Engaging the Adult Student 51

Getting from Here to There: Preparing the Academy for the Lifelong Learner of the Twenty-first Century 52
South Carolina Partnership for Distance Education 53
The Unsung Heroes of Adult Student Success: The Academic Advisor 54
Roundtable/Resource Exchange 56
The Web as Tool, Model, and Subject: Synchronously Teaching and Creating Discourse 56
Dealing with Change: Resistance and Receptiveness of Faculty and Administrators to Online Classes 57
Removing Academic Silos with an Interdisciplinary Approach: Degree Completion Majors at George Fox University 57
A New Model: How to Build Continuing Education Business and Improve the Bottom Line 57
How to Make Policy Governance Work for You 57
Graduate Students' Perspectives on Adult and Continuing Education 58
You Want Me to Plan a Conference? Making Jell-O Without a Mold 59
Considering the Implications of Building Solid Partnerships In Your Communities 60
Creating a Continuing Studies Programming Niche in Community College Leadership Development 62
WorkerCAP - the Worker Centered Assessment Process - A Process that Works 63
Creating Your Vision as Teacher-Performer-Architect 65
Higher Education and Older Adults in Your Community: Continuing Education's Leadership Role 65
Dancing With Your Competition: Up Close and Personal 67
So You Have More Nontraditional Students Than Ever, Now What? Strategies for Assessing and Meeting the Competing Needs of Nontraditional Students 67
Building Solid Communities: Some Ethical Issues and Implications 68
Delivery of Degree Programs Off-Campus (Or, Whose Needs Are We Trying to Meet?) 69
Making Innovative Programs Compelling or How to Take an Idea and Turn it into a Successful Niche 70
Connecting Institutions for Distance Learning 71
Research Committee Presentations 73
Faculty Experience and Perceptions of Training and Development Initiatives for Effective Distance Teaching 73
People+Programs+Partnerships=Professionalism 73

Part Three: Business Meeting and Appendices

Sixty-Third Annual Meeting 75
A: Membership Report 77
B: Income Financial Summary 79
C: 2002 Budget 81
D: Resolutions 2001 82
E: Awards Committee Report 84
F: Nominations Committee Report 85
G: Publications Committee Report 85
H: Research Committee Report 85
I: Community and Two-Year College Network 86
J: Instructional Technology and Distance Learning Network 86
K: International Continuing Higher Education Network 86
L: Marketing Network 86
M: Minority Affairs Network 87
N: Older Adult Learning Network 87
O: Professional Development Network 88
P: Program Committee 88
Q: Officers, 2000-2001 88
Regional Chairs 89
R: Roll of Past Presidents and Annual Meetings 89
S: Citations for Leadership 91

Part One:

Addresses

Presidential-Elect Address

Pathways to Success: Teamwork, Leadership, and Change (TLC)

Presenter: President-Elect Robert B. Leiter, University of Tennessee, Knoxville

We are in a sea change in our society. Sea change, a marked transformation, was already apparent before the events of September 11. But, it has become much more obvious because of those horrific events. We are now aware that this sea change is truly universal.

We are in the midst of a "sea change" in higher education as well. A few years ago the public demanded redefinition of government. Next, came the cry to restructure healthcare. It soon became apparent that higher education would be next.

Today, it is clear that our colleges and universities face the most formidable changes and challenges in our long history. The public now demands accountability from higher education professionals–from administration to employability of graduates.

Our publics–our students, our legislators, our governing boards, and our citizens on the street–are becoming more and more vocal about expectations and the impact our institutions have upon society.

Yes, we are being asked to be more accountable, and rightly so. But at the same time, we are under assault from many quarters: 1) Reduced state support, 2) Unfunded mandates that require expensive compliance, and 3) Cuts in research funding, all converging with this demand for greater accountability.

Our publics–our stakeholders–are most concerned with what I call the "3 A's" – Accountability, Affordability, and Accessibility.

We have in front of us the greatest opportunity that has ever been afforded to continuing higher education. We are being called upon by our institutions to provide "take charge" leadership. This leadership–if taken seriously and done correctly–will mold the future of not only continuing higher education, but the very fabric of our entire institutions.

Our opportunities are enormous and our challenges extreme. With this in mind, ACHE has selected next year's international conference theme to be "Pathways to Success: Teamwork, Leadership, and Change (TLC)."

Just a few words about TLC:

First, Teamwork

Teamwork, partnerships, and consortia are not just trendy buzz words. They are imbedded in the vocabulary of the successful continuing educator. These key attributes are paramount to successful continuing higher education programs and to their universities. Teamwork inside our universities, with other colleges and departments, is as important as partnerships with outside organizations and corporations.

Next, Leadership

Those of us in leadership roles–and that is all of us–have many obligations within our continuing education organizations. Perhaps the most important obligation we have is to provide strong leadership within our institutions and our communities.

But, it is also true that you and I have the important obligation of providing leadership and mentoring to our young emerging professional colleagues. As we reflect back, you and I can all think of individuals who have led the way in the development of our leadership skills and acted as mentors to us.

A few that come to my mind are the "Joe Goddards", the "Mary Pankowskis", "John Sniders", and "Grover Andrews" of the world. We must be sure that we, too, are providing the leadership and mentoring that will shape the next generation of great leaders in continuing higher education.

And finally, Change.

You know, most people are very resilient and can handle change pretty well–except when it's happening to them. Sometimes, it seems that the only thing that remains constant is change.

Bill Watterson, the witty cartoonist of Calvin & Hobbes wrote, "Day by day, nothing seems to change, but pretty soon, everything is different."

During my 2 1/2 years at The University of Tennessee, we have had three presidents, and we are currently searching for another permanent president. During this same time period, we have had three provosts. And I have had four title changes.

Yes, we have experienced change at UT. "Nothing seems to change, but pretty soon, everything is different!"

The good news is that, as continuing educators, we are innovators. Indeed, we are change agents with tremendous opportunities, and we can be poised to take advantage of each new situation.

Change has never been easy and it won't be easy now. However, I submit to you that if we can rise to the challenge of next year's theme, "Teamwork, Leadership and Change," we can–and will–make significant contributions not only to our institutions, but to the future of our entire society, as well.

Your ACHE Board of Directors has identified seven goals, or "end statements" as they are called under our new ACHE

model. These end statements are:

1. *Active Regions/Articulation* - ACHE will refine the roles and relationships between the international organization and its regions to increase the association's effectiveness.

2. *Communication* – ACHE will improve internal and external communication through the use of technology and other cost-effective means.

3. *Diversity* – ACHE will increase its institutional diversity through targeted recruitment, development, member advancement, and leadership opportunities.

4. *Marketing* – ACHE will build its image as an organization that promotes the profession of lifelong learning and advances the professionalism of its members.

5. *Membership* – ACHE will continue recruitment efforts to maintain 3% annual growth in institutional members and implement retention initiatives to decrease the institutional attrition rate by 50%.

6. *Professional Development* – ACHE will advance the professional development of continuing educators at all phases of their careers through activities that provide a reasonable return to the association.

7. *Research* – ACHE will encourage, conduct, support, and disseminate research relating to adult and continuing higher education, emerging trends, and member needs.

In the coming years, your ACHE Board is committed to implementing these seven end statements. During this year, we will be merging these end statements into the "Pathways to Success: Teamwork, Leadership, and Change (TLC)" theme of our 2002 conference.

So, we want to invite you to join us to talk more about "TLC" in Birmingham, Alabama, November 3 through November 5, 2002. Birmingham is Alabama's largest city and offers a wonderful mix of trend and tradition. It is home to antebellum homes and gardens and the Civil Rights Institute. It is a region known for its warmth and hospitality and, as next year's President of our Association, I am truly looking forward to our conference in Birmingham.

Donna Keene from the University of Alabama has agreed to chair the program committee for the Birmingham conference. Thank you, Donna. Thanks also to Sally Dunphy and Phil Whatley from the University of Alabama, Birmingham for being the co-local arrangement chairs.

I would be remiss if I did not recognize my staff that are here - Gayle Cooper, Bob Jackson and Lea Anne Law. I salute my 71 other staff members that are back in Tennessee doing the work. These people are absolutely the greatest and I am blessed to have such a great group of people. As you know, they are the ones who do all the work and constantly make me look good and make my job easy.

Of course, I cannot let this opportunity go by without recognizing my wonderful wife of 34 years, Susan. God only knows how she has put up with me.

In addition, I am especially pleased to introduce Matthew Leiter, our middle son, along with his friend, Amy Balfanz. They have traveled from Atlanta to be with us today.

Most of all I want to recognize each one of you. You have provided me with the greatest honor of my professional career by allowing me to serve as your president of ACHE during the 2001-2002 year.

Thanks to every one of you. I look forward to serving you during the coming year. May God bless you and I look forward to seeing you in Birmingham next November.

General Session I

Building Visionary Communities for an Uncertain Future

Presenter: Roch Parayre, Senior Fellow, Mack Center for the Strategic Management of Innovation, Wharton School, University of Pennsylvania

Visionary organizations have always been admired for being first to see, act upon and eventually benefit from the future. But in the face of an increasingly complex and uncertain world, setting a strategic vision involves planning ahead for multiple contingencies, developing skills and capabilities that cut across organizational boundaries and are flexible across different possible futures. Traditional approaches to planning too often focus on short-term tactics rather than long-term development of capabilities, do not recognize the extent of the uncertainties the organization faces, and fail to involve key members of the organization in the planning process. In the keynote address and in the workshop that followed, a scenario-based methodology was introduced and applied for setting a strategic vision in a world of high uncertainty. Participants were involved in the development of new frames and alternative scenarios about the future state of continuing higher education, and addressed how best to respond to those different futures by building the organization around those skills and capabilities that are both unique and flexible across a variety of possible futures.

General Session II

Making the Shoe Fit: The "Rightness" of Commitment

Presenter: Jane Galloway Seiling, Founder and President, Business Performance Group

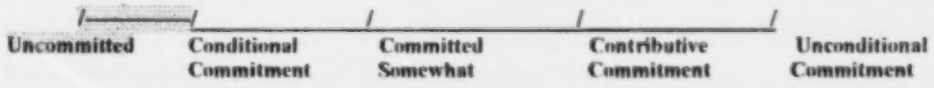
Many educational organizations are struggling to attract and keep good educators and administrators–especially in the smaller organizations who must compete for talent with the larger universities. These leaders are learning that commitment is an outcome, a response to creating an organization where commitment can occur inside and outside the classroom.

We all sense, even know, there is something "right" about being a committed member of the organization we represent both on and off the job, all day, every day. To live without commitment is to live dismally in discontent and depression. To live without commitment is to live a lonely, purposeless life. To live with commitment is to nurture hopefulness, helpfulness, and harmony. There is a level of satisfaction that is a result of reaching a place where personal performance and commitment is experienced as beneficial to our organization, others and ourselves. Humans have a desire to contribute to things that are meaningful and rewarding, so it makes sense that gaining the commitment of organizational members should not be that difficult. Unfortunately, tapping into this desire is not always an easy task.

What Makes Commitment Possible?

Being committed starts with individuals making personal choices to be committed–being personally responsible for what is thought, said and done–and how we do it. Personal responsibility facilitates the desire to be committed to the welfare of our organization and the learners being served. Committed members demonstrate authenticity, courage, knowledge and the resulting competence, as well as personal responsibility and the willingness to be accountable for personal behavior and work performance.

A Working Model for Commitment



One enters a new organization with *conditional commitment* in place. By observing those around them, new members often learn "what commitment is here." Are their peers representing the organization as a good place to work? Or, are they justified in not doing so? Is the new member accepted as a beneficial addition to the group? Is his or her supervisor and the informal leaders promoting him or her as a contributing member of the group? Positive answers to these questions make it possible for him or her to become less uncomfortable while moving to the *somewhat committed* stage of commitment. Unfortunately, in some organizations this is where growth stops. It is the acceptable place to be based on the culture of the organization.

Skipping contributive commitment for a moment, people may see *unconditional commitment* as the right place to be. Unconditional commitment is where people are committed to their organization to the extreme; their belief in their organizational leadership is unconditional–untarnished by examination. In this place, they are performers but there is a limitation to what they will do. Limitations include the unwillingness to question what is occurring around them; it must be right because *they* say it is. They see organizational leaders as knowing what they are doing, having all the knowledge they need to lead the organization in the direction they have chosen as right. Potentially, these leaders may be secretly unwilling to sacrifice for the well being of the membership–and there is, in the eyes of the unconditionally committed, no reason to be suspect. "Business is business, no matter what" is the motto of these leaders and those who are unconditionally committed.

Constructive commitment, based on the desire to contribute beneficially, is where members practice *contributive commitment*. Each makes a personal choice to be committed to a level of performance that makes a difference. The member is committed to...

- the welfare of his or her organization and those who intentionally work to benefit their organization at a higher level.
- being alert to addressing issues that may be barriers to personal and organizational performance.
- having the skills and knowledge to contribute beneficially.
- involvement in opportunities to be "leaders-of-the-moment."
- asking constructive questions, making checking statements and taking action with people at all levels in the organization.

The contributively committed member knows that what they think, say, and do–and what they contribute and don't contribute to their organization–matters to their own success, the success of those around them, and the success of the organization they represent both on and off the job everyday. To take this stance seriously is to be in the place of meaningful performance. In educational organizations, contributive commitment includes the realization that everyone, all participants, contribute to the design

and construction of a top performing organization. No one person or group can successfully create a climate for learning. Each participant either adds to or detracts from the success and survival of one's self, the organization and the people around them.

What is happening in the space called "Uncommitted?" This is the place where disconnection and/or issues of performance may happen. They are openly or covertly–even intentionally–not performing at their best. They may be costing the company precious resources that are not available to others who are contributing to the welfare of the organization. The uncommitted may be "there only in body," wishing each day would end so they can be elsewhere. If action is not taken to encourage a higher level of participation, their behavior can become contagious.

Barriers to Personal Commitment

Barriers to performance do not disappear when a member is committed to contributing to his or her organization's welfare. The saying "stuff happens" may become even more pronounced when one is committed. In universities and technical colleges the barriers appear, at times, to be immense. "Stuff" includes:

- Committed contributors are often faced with barriers causing them to question: "Why should I be committed here?"
- Changes happen that are often confusing.
- Technology is coming out on the fast ramp. Some of the technology may also be confusing, even threatening.
- Commitment and its results are discounted.
- There is a new kind of learner with different reasons for learning that may impede the desire for deeper learning.
- People resist new ways of working together that are unfamiliar and initially unpleasant.
- Governmental regulations impede opportunities to become more effective and efficient in what is to be accomplished.
- The need for educational opportunities is exploding without adequate funds to meet the need.
- There is little recognition and reward for top performance in the classroom.

Effectively addressing these barriers requires the involvement of organizational members at all levels. Commitment is more likely to occur when people seek, understand and act on the input of others while listening intentionally. Barriers dissolve, or become manageable, when people create and innovate together. To do so makes it possible to move to contributive commitment–and the sense that things are moving toward "rightness"–while knowing that rightness is always a moving target.

General Session III

Leading in the Midst of Change

Presenter: Katherine Tyler Scott, President, Trustee Leadership Development, Inc.

We are living in a "time between times," a time that is notable for its complexity and degree of change. From an historical perspective the past century is likely to rank with the 4th century, which witnessed the triumph of Christianity, and the 17th century, which signaled the dawn of modern science. This period in history is being characterized as one of the very few that have instigated genuinely new epochs in human thought.

One of the most significant changes during this "in between time" is a shift from a scientific view of reality to a relationship view of reality. It is a paradigm shift that is forcing us to re-examine our perceptions of leadership and community.

Scientific Paradigm

The Scientific Paradigm places a high value on technical skills, values facts, prefers objectivity, order, predictability, mastery, and control. Leadership is accorded by virtue of title, position, and authority and expressed in a command and control style.

The metaphor for the scientific paradigm is that of a machine–a metaphor, whose promise is that through objectivity, and separateness, we will finally have the right data to comprehend the universe completely and know the right answers to universal questions and problems. With this metaphor, we offer leadership programs that focus on techniques and tools and pay less attention to the formation of consciousness, conscience, and character.

What is often diminished if not lost when this paradigm is operative is the need to see things as they are in all of their uniqueness and messiness. When the need for order and control supercedes the capacity to see the whole. We risk either/or thinking and segment and divide people into classes, making them machine-like, and separating them and ourselves from a deeper understanding of our shared humanity.

Relationship Paradigm

This emerging paradigm operates on the belief that consciousness is causal, that the world as we see it and the power of the human psyche is greater than we could have previously imagined. It recognizes inner wisdom, a sense of authority not rooted solely in the visible or concrete, but rather on the transcendent. It challenges our beliefs about the nature of the world and our relationship to it. We are reassessing the Divine in our lives and its influences on our perceptions and actions.

Relationship paradigm emphasizes the need for adaptive skills. These skills are dependent upon the authenticity and integrity of the leader. Leadership engages in continual learning and develops the capacity to engage others in the exercise of real work.

Facts are valued but they are not treated as if they are the sole reality; they are perceived as one element of knowing, one determinant of truth. And even more important than the facts is their meaning and the responsible application of them.

The metaphor for this paradigm is an organic network–a creative connection of a community of people. Leadership is exercised through cooperation and collaboration rather than competition or power over. Power is shared and evoked in others.

There are 10 habits of the mind and practices of the heart that can equip leaders to manage change.

- Reading reality truthfully
- Knowing your history
- Managing the gap
- Living the question
- Claiming your authority
- Holding in trust
- Engaging in silence and solitude
- Discerning your mission
- Appreciating differences
- Creating hospitable space

Summary

The capacity to lead in the midst of change requires a new kind of leadership discipline. Leaders who engage in these habits and practices are, as Craig Dykstra believes, "creating and re-creating institutions that make life possible."

These habits and practices help to form leadership that connects mind and heart in ways that can transform the culture of institutions and communities.

This is what effective educators do. It is your calling, one that is greatly needed. You are at the fulcrum of the paradigm shift we are experiencing. You have the positional leadership to move it and to respond to this "time between times" in responsible, ethical ways. And you have the moral capacity to continue to educate adults all over the world, to engage them in practices that will transform them and their communities. It will begin in your own community with your own leadership. You are helping to develop capable adults who have the moral imagination, courage, and ethical weight to pass the gift of continuing education on to a new generation. You are well positioned to lead in the midst of change, to teach and to lead in new and different ways. It will be your leadership–your capacity to hold continuing higher education in trust–that will ensure the attainment of excellence and the survival of true community within and outside of the academy.

Part Two:
Concurrent Sessions

It's Still Your Course. Making Faculty Comfortable with Online Instruction

Presenters: Sylvia McLaurin and Wayne McLaurin, University of Georgia

Most faculty today are conversant with e-mail and Web links; many are acquainted with Web pages and computer course management tools. However, incorporating these and other technological advancements into the classroom course is not the same thing as teaching at a distance (Baldwin, 1998; Liegle and Meso, 2000). Many faculty question whether or not they can or should conduct instruction online (Visser, 2000). Yet, it is clear to strategic planners in higher education that while the classroom continues to be a viable educational setting for many, particularly younger students, distance instruction is a necessity for increasing segments of the population world-wide (MacFarlane, 1999; Perraton, 2000). How, then, should distance education programs attract, train, and retain competent, enthusiastic faculty?

University System of Georgia Independent Study (USGIS) has devised a multiplex approach to this question. Introducing its first online courses in 1998-99, it became apparent that faculty sorted themselves into the "experimenters," faculty who were intrigued by the new technology; the "inquirers," who were somewhat open to new technology; and the "preservers," who were patently unwilling to convert themselves or their courses to a different medium. All three groups were valuable to the evolving program in online instruction. While the experimenters were the initial innovators who required little assistance in either creating or instructing their courses, the inquirers and preservers rightfully required the USGIS program to explore not only the technology, but the pedagogy underlying online instruction. USGIS adopted tenets applicable to distance education out of the general movement to incorporate research-based pedagogical principles into higher education instruction, such as those in the "Seven Principles for Good Practice in Undergraduate Education" (Chickering and Ehrmann, 1996). Only after acquiring a better understanding of the process of instruction was the USGIS program successful in attracting the less technology-oriented faculty to new forms of distance instruction.

USGIS began with research to determine barriers to technology adoption via the literature and faculty interviews. Three primary barriers were identified: time, resources, and professional recognition. As the faculty development initiative evolved from these studies, USGIS changed its structure to accommodate technology specialists/trainers; created an online faculty resource website with sections on general distance learning pedagogy and standards, teaching resources, and technical information; provided complete upload services for course content; created technology agreements; provided one-on-one training for individual faculty; and co-developed an interdisciplinary advisory committee for USGIS, connecting university administrators, academics, and public service faculty.

Technology Development

To stabilize at least one factor of online course development USGIS chose to establish a standard template for online course production that would be subject to modification as needed.

- Faculty permitted the use of their print-based course or developed a course based on the template for online course development.
- USGIS acquired a technology specialist to coordinate online development with an in-house technology development unit.
- Faculty met with USGIS and technology personnel to resolve online implementation of difficult elements in their courses.

Faculty Development

- Current USGIS faculty were offered the opportunity to have their courses augmented with an online version; when warranted, selected academic department heads were requested to issue a call to their faculty for the development of potential online courses.
- Faculty were given a technology agreement and compensation tied to the kind and amount of course technology they contributed to the course development.
- An online resource site was designed to provide faculty with a myriad of contacts, information links and articles, standards, instructions relative to distance learning in general, as well as online teaching in particular.
- When the course was complete, faculty were oriented and trained by the USGIS technology specialist individually in their specific course.

Institution-wide Advisory Committee

- An advisory committee comprised of academic faculty, university administrators, and USGIS personnel was formed with the approval of the university.
- The Advisory Committee was charged with the promotion of distance education via independent study.
- Due to its composition and influence, the projects undertaken by the Committee helped to promote distance education and attract faculty to the USGIS program.

Recruiting faculty to teach via independent study requires establishing and maintaining academic integrity. To assure faculty of academic integrity, USGIS, like many other programs, receives official permission to offer courses, employs only

instructors recommended by the relevant academic departments, and monitors lesson submission and examinations. However, online courses require special discernment to make certain that material offered, assignments required, and the presentation of the course itself meets academic and pedagogical standards. As Kearsley (1996) notes, "Technology amplifies human abilities; hence it can help teachers get better results. On the other hand, it may not help much in the absence of good teaching skills or ability. It follows that we need to pay attention to the elements of teaching excellence if we want to promote effective technology use" (p.24). It is through the combination of USGIS and technology personnel with faculty, bringing to bear respectively distance learning expertise, technological delivery expertise, and content expertise, as well as adherence to practical standards evolved among the various academic distance education purveyors, that all concerned may be assured that academic integrity is maintained.

Faculty are key to online instruction. Most agree or are willing to be convinced that online instruction is effective, though many online programs feel that increasing faculty participation is a large challenge. USGIS encourages faculty to undertake this new avenue of teaching by subscribing to the underlying philosophies that address faculty concerns with instructional technologies. Based on both research and past experience, USGIS' carefully considered approach to faculty recruitment and retention has created increased faculty interest in online instruction and in distance education in general.

References:

Baldwin, R. (1998). Technology's impact on faculty life and work in *The Impact of Technology on Faculty Development, Life, and Work*, K. Gillespie (ed.). San Francisco: Jossey-Bass Publishers

Chickering, A. W. and S. C. Ehrmann (1996). Implementing the seven principles: Technology as lever. *AAHE Bulletin* 49 (2), 3-6. [Online] http://www.aahe.org/technology/ehrmann.htm

Kearsley, G. (1996). Teaching excellence: The foundation for technology effectiveness. *Educational Technology Review* (6), 24-27.

Liegle, J. and P. Meso (2000). Web-based instruction systems in *Distance Learning Technologies: Issues, Trends and Opportunities*, L. Lau (ed.). Hershey, PA: Idea Group Publishing.

MacFarlane, A. (1999). Universities in a knowledge economy: The impact of technology in *The Idea of a University*, D. Smith and A. Langslow (eds.). London: Jessica Kingsley Publishers.

Perraton, H. (2000). *Open and Distance Learning in the Developing World*. London: Routledge.

Visser, J. (2000). Faculty work in developing and teaching web-based distance courses: A case study of time and effort. *American Journal of Distance Education*, 14 (3), 21-32.

Offer the World to Your Students: Short Term Study Abroad for Adults

Presenters: Honour Moore, Rosemont College; Edna Farace Wilson and Susan Fitzgerald, Fairfield University

Traditional study abroad programs, so popular among younger, full-time students, are out of the question for most adult learners because of time and cost factors. Yet, many adult students express an interest in having an international experience. This session explored ways that continuing education programs can offer successful short-term study abroad to their students. Two program models were presented.

Rosemont College, located in suburban Philadelphia area, has been offering accelerated degree programs since 1994. Designed for working adults, the programs have grown from a single major in business management to seven majors and two graduate degrees.

All courses offered in Rosemont's program have a high degree of interaction between facilitator and learner and draw heavily on real world experiences of the learners. However, it became obvious that something was missing in providing the optimal experience for learning about the global economy in a meaningful way. In response, Rosemont developed a three-credit seminar that included a one-week trip abroad. Activities during the week abroad include visits to corporations and important cultural areas, and meetings with government and business leaders.

After the initial seminar, it was apparent that constant modification would become the catch phrase for the new venture. Examples of changes include: destinations beyond London; inclusion of both undergraduate and graduate students; business hotel accommodations instead of student housing; increased choices for course content; and more formal cultural and group activities. The global seminar continues to be offered to a maximum of 15 students. The one-week abroad is preceded by two class sessions and a final session upon return. Course requirements include individual presentations, journaling, and a written paper. Seminars have been held in London, Dublin, and Glasgow.

The program continues to be modified depending upon feedback from the students. This collaborative learning experience, designed specifically for the adult learner, has more than met original expectations. It has demonstrated that a "hands on" educational experience provides a flexible learning opportunity for adult learners.

Since 1960's, Fairfield University in Fairfield, Connecticut, has offered short-term study abroad programs for adults. The program began with a summer program for teachers to Spain. Short-term programs for adults expanded over the years. Over 2,000 adults have participated in the various programs. Fairfield's programs for adults are primarily non-credit but offer credit option for adults who wish to earn college credit. The success of the short-term programs in School of Continuing Education eventually led to the University's decision to create a centralized study abroad office in Continuing Education. For the past three years, the School of Continuing Education has administered the entire study abroad function for the University. This streamlined model built on the success of the adult programs has many benefits for the students, as well as the institution. There is a better use of resources and improved access to information. Advising, student tracking and monitoring are handled efficiently. The greatest benefit is the increase in the number of students who study abroad. Nearly 40% of Fairfield's students study abroad at some point in their educational career. This is well above the national average of 3% (Open Doors, 2000). There has been tremendous growth in short-term study abroad programs nationally, as well as at Fairfield University.

What began as a one-week program expanded beyond the wildest dreams of University administrators. In addition to a stable revenue stream for the University, Fairfield University is now a legal entity recognized by the Italian government and maintains its own Fairfield Florence Campus in Italy. Each year, the University sends to Florence more than 300 students who represent over 60 colleges and universities.

In spite of its far-reaching success, Fairfield has not lost sight of its humble beginnings. Fairfield continues to offer short-term programs for adults and has expanded offerings beyond Italy. Examples include Prague, St. Petersburg, France, Malta, Ireland, and Portugal. Adult students have taken these programs for non-credit, undergraduate and graduate credit. The primary considerations for adults are time, cost, and flexibility of the programs.

The session discussed ways to attract more adults to study abroad and provided participants with critical factors that need to be considered in planning short-term study abroad program for adults. Session attendees participated in a series of learning activities that focused on program planning, marketing and risk management.

Can a Commission for Adult Learners Effect Change in a Research University?

Presenter: Charlene H. Harrison, The Pennsylvania State University

In May 1998, four senior officers of The Pennsylvania State University established the Commission for Adult Learners in response to several institutional factors. The four Commission sponsors are Mr. William W. Asbury, vice president for Student Affairs; Dr. John J. Cahir, vice provost for Undergraduate Education; Dr. John J. Romano, vice provost for Enrollment Management and Administration; and Dr. James H. Ryan, the vice president for Outreach and Cooperative Extension.

The purpose of this session is to:

- Identify some key events that preceded the Commission's appointment.
- Share some critical elements about the Commission such as its charge, membership, budget, staff, and more.
- Identify noteworthy accomplishments of the Commission since its inception.
- Offer several lessons learned.

Some of the factors leading to the Commission's appointment included content of the university's strategic plan, a decline in The Pennsylvania State University's adult learner enrollment, slow implementation of the recommendations of the 1990 Task Force on Adult Student Life and Learning, and new university initiatives targeting adults.

The sponsors appointed the Commission as a means to:

- Provide a visible university-wide body whose primary purpose is to contribute to a supportive academic climate for adult learners.
- Monitor the recruitment, retention, customer satisfaction, and status of adult learners.
- Recommend changes in policy, practice, and procedures that negatively impact adult learners.
- Foster coordination and information exchange regarding programs and services which attract and retain adult learners.
- Advocate for adult learners' concerns by providing advice and consultation or conducting special studies where appropriate.

Getting to the point of having Commission sponsors and formulating a charge to the body was not easily achieved, however. The template by which other university commissions had been established was not acceptable to the current university president. So a new template had to be written. Since no single senior university officer "owned" adult learner issues, a coalition of senior officers needed to be forged. In order for a coalition to be achieved, one senior university official needed to become the first among equals to take the lead role. The above four gentlemen ultimately agreed to appoint the Commission jointly and to provide it with financial and staff support.

Commission members are appointed for staggered three-year terms and include faculty members, staff from both academic and student service support units, and both undergraduate and graduate students. The Pennsylvania State University is a multi-campus institution; as a consequence, both Commission members and members of Commission committees include persons from many university locations. Identification of Commission members is both an art and science. Among the interests juggled are establishing links to the sponsors' central staffs, including both persons very knowledgeable about adult learners and representatives from crucial gate-keeping offices where attitude, policy, and/or procedural adjustments may be needed, and selecting members for their strategic significance.

The Commission's path since its initial meeting in May, 1998 has been incremental. Inaugural members began setting priorities by analyzing the implementation status of the 1990 Task Force on Adult Student Life and Learning's report and recommendations. [A former provost had co-appointed the task force whose work had languished following his departure to become another institution's president.] The priority-setting effort was followed by the creation of several committees through which the Commission planned to do its work. Meanwhile members of the Executive Committee have sought to retain a balance between focusing the Commission on specific issues via its committee structure and being able to respond to emerging institutional issues.

In the intervening three and a half years, the Commission has several achievements to its credit. It has provided input into or produced adult-focused recruitment materials now used university-wide; sponsored two Best Practices for Adult Learners Conferences; and initiated an Incentive Grant Program, which partially funds program and service delivery initiatives in support of adult recruitment and retention. The data collection committee has reviewed data on state and national adult learner enrollment trends, identified inadequacies in the university's data system regarding adult learners and recommended improvements, and conducted focus groups at the University locations with a track record of successful adult recruitment and retention. Because the university's student data system neither identifies students enrolled in credit certificate programs nor provides them with services accorded other categories of students, several steps have been taken toward remedying this situation. Movement is slow, however, in the face of entrenched interests and limited institutional dollars and human resources.

The lessons learned are virtually too numerous to mention, and they range from the sublime to the ridiculous. On days when the work in support of the Commission threatens to swamp my staff and me, we are reminded of the adage, "Be careful what you ask for, you just might get it!" On more reflective days, we appreciate the significance of annual reports and meetings with all sponsors and of more focused individual meetings with sponsors regarding specific matters within their purview. We understand that timing can be everything and that lots of disparate voices singing the praises of adult learners have nowhere near the impact of the choir of voices brought together under the auspices of the Commission. Further, we have learned that the Commission needs to focus its energies without losing the opportunity to identify emerging issues vis-à-vis adult learners with the potential to impact the institution. And there are many people doing or capable of doing fine things in support of adult learners. By providing funds for them to implement their program and service ideas and by giving them opportunities to share their successes with others, their impact is magnified across the university.

As the Commission continues to mature as a body and as members complete their appointment terms and new members are appointed, new challenges present themselves. Among those challenges are making new members feel welcome, knowledgeable, and able to contribute soon after joining; taking initiatives to smooth transitions between committee chairs from one year to the next; and lessening the impact on the Center for Adult Learner Services' staff of providing support to the Commission. The Commission's history though brief shows a record of success in fulfilling its charge and effecting change in a major research university.

On-Demand Workforce Development: An Internet-Based Curriculum Available to Learners Anytime, Anywhere

Presenter: Howard Major, Distance Learning Dynamics, Inc.

"Just in case you thought the pace of change was slowing..."

Internet-based on-demand learning has burst upon the distance education scene, creating yet another new and exciting way for learning to occur. From large corporations like Microsoft Inc. to small community colleges, providers of workforce education and training are discovering that they can offer instructional content on the Internet and enable learners to access it "just-in-time" and in the form of customized skill-specific modules, creating "on-demand learning."

A flexible alternative to traditional classroom instruction and instructor-led online courses, the on-demand learning system does not adhere to semesters, place limits on availability, or require that learners proceed at a given rate of speed. The opportunity for learning is always available with content typically being organized into discrete topical modules or tutorials that allow learners (or their employers) to select specific skills from a "menu" of options. Academic credits, continuing education units (CEU's) and/or

certificates are often available for successful completion of modules and programs. If academic credit or certification is desired, assessment processes are applied to assure compliance with established academic and quality assurance standards.

Cutting-edge workplace processes are changing at an incredible pace. New procedures enable production of high quality products faster, cheaper and better than ever before. Because being able to implement new and improved processes may be a critical success factor for companies that want to remain competitive; it becomes vital to keep employees up-to-date and knowledgeable about new techniques. Never before has flexible, timely and effective workforce training been so important.

Fortunately, learning and training processes are changing too. New distance learning and "virtual" (just-in-time, anyplace) training technologies have also emerged and are being applied to critical training situations. High-tech technologies such as videoconferencing, satellite, computers and modems (Internet/intranet), and CD-ROM/DVD as well as "low-tech" technologies (e.g., audioconferencing and videotapes) are just a few of the tools that can be applied for training and retraining workers.

However, the devil, they say, is in the details, and so it is with technology-enhanced distance learning delivery. Individual workers need individual skills and each worker has her/his own unique set of current skills and training needs. Traditional delivery of packaged courses, even when delivered at a distance or with educational technologies, does not allow for an individual worker's skill diagnosis and subsequent prescriptive learning. What is needed is a learning system where needed competencies and skills are packaged for delivery as discrete instructional modules or tutorials, each focusing on a specific skill to be learned. A "menu" of discrete skills and resulting tutorials can thus be prepared and employers and/or employees can select the precise modules needed by an individual worker. The worker can then access relevant skill modules/tutorials on an as-needed basis. Training can be flexible, responsive and allow an individual worker to proceed at his or her own pace.

To summarize, many sets of standards for individual workers' manufacturing skills have been identified. It is critical to America's future that a responsive and flexible system for helping workers attain those skills is developed and deployed. Additionally, it is important that the system is accessible by all employers and U.S. workers, no matter where they live, and that it will provide a customizable curriculum which would be based on employer needs and workers' entry abilities. Finally, an important goal is that the employers are able to take advantage of new processes that will assure their global competitiveness. Internet-based on-demand learning modules provide an effective and efficient way to reach that goal.

The On-demand Curriculum and Its Delivery

Accordingly, an on-demand curriculum and distance education delivery system was designed and developed that adheres to the following criteria:

- The curriculum is available virtually (anywhere, anytime) because it has been placed "online" (on the Internet) where it can be accessed via various distance learning processes and technologies.
- The curriculum consists of discrete "modules", sometimes called "tutorials", developed so that learners or their employers can select precise skills that are relevant to their needs and appropriate for enhancing their current skill levels. This provision was designed to eliminate redundancy in an individual learner's instructional program. This process is sometimes called prescriptive learning.
- The curriculum is eventually destined to be comprehensive, addressing all skill standards as identified by employers, professional associations, and others. Currently available tutorials focus on such skills as mathematics, precision measurement, quality assurance, communication and teamwork, blueprint reading, cultural awareness, OSHA required employee training, and manufacturing workplace safety. OSHA-required training in bloodborne pathogens and hazard communication have also been developed and are currently being used by employers. Some customized tutorials have also been developed to promote cultural understanding, thereby promoting diversity in the workplace, in schools and in communities. Many of these modules are available for preview.
- The curriculum deploys best practices of instructional design and distance learning delivery.
- Common instructional design and distance learning construction formats were used by each of the curriculum development practitioners to assure a consistent curriculum design and seamless training delivery system. Technologies feature Internet delivery and incorporate the media attributes of sound, color and motion.
- Assessment of curriculum mastery by learners is focused on cognitive (knowledge), application (psychomotor skills) and affective (attitudinal) components. Skill assessment processes in the modules were designed to measure all three domains of learning.
- Assessment of psychomotor and application skills and affective (attitudinal) development are designed to be conducted by local providers such as community colleges, career centers, and employment training agencies, in addition to (occasionally), employers themselves.
- This pilot has demonstrated the efficacy of developing and implementing Internet-based self-paced learning. This form of "just-in-time" and "anyplace" learning access holds the potential to efficiently and effectively fill training needs of both employers and busy adult learners.

To View Sample Modules:
Cultural Awareness, http://www.metasurge.com/mdd/camino

Bloodborne Pathogens and Hazard Communications, http://www.gcn1.net
Use "sample" for the username and "customer" for the password

Manufacturing Skills Modules (CNC, CAD, IT, others), http://35.8.174.138:81/lcc/
Lansing Community College, Lansing, MI
Use "lisa" for the username and "lcc" for the password (without quotes)
Note: Requires use of Internet Explorer
Contact: Lisa Tyler, ltyler@lcc.edu

Manufacturing Technologies (Precision Measurement, CNC, Mathematics, PLC's etc.) Kellogg Community College, Battle Creek, MI.
Contact: Bill Baker, Director, Regional Manufacturing Technology Center,
Phone: 616-965-4137

Open-entry, Open-exit Curriculum Development: A Planning Tool For Educational Administrators,
http://63.165.218.42/dld/dldframes.htm
Note: Requires use of Internet Explorer
Contact information: Howard Major, howardt908@aol.com

Collaborative Arts Programming: A Case Study

Presenters: Suzanne D. Thompson and Robert M. Brown, Oklahoma State University

Most colleges with active arts faculties and students have much to offer their communities in terms of arts programming. One role a continuing education unit can assume is to mobilize those artistic resources and take them to the larger community. To do this effectively, the college must coordinate with other arts organizations, especially in cities that may already have a vital arts community. In many such environments, the individual arts organizations–museums, symphonies, choral groups, dance companies, theater groups, film organizations–function in isolation. Acting as catalyst and coordinator, a college continuing education unit can pull together the disparate arts organizations to achieve collaboration, joint programming, and joint marketing. Below we use Oklahoma State University's experiences with the city of Tulsa as a case study of arts outreach.

Challenges

As in many communities, the major arts organizations of Tulsa were disparate and sometimes competitive in their programming, marketing, and fundraising. When little communication occurs among cultural directors, centralized strategic planning is rare. Our primary challenge, therefore, was to overcome this skepticism and bring leaders together to discuss potential benefits of joint planning.

Implementation

Starting in the fall of 1998, Oklahoma State University (OSU) took on a leadership role in a collaborative citywide effort to support arts education and cultural outreach in Tulsa. The faculty in our Art, English, Music, and Theater departments on the main campus developed an aggressive plan for providing a wide range of cultural activities, building on the already extensive and diverse cultural events in Tulsa.

Following are the steps we took to increase cultural events and build collaboration among arts groups in Tulsa, and we believe these steps could be useful to continuing education units in many metropolitan areas.

Step One: Set Goals

As in any project, developing goals, timelines, and evaluation criteria is essential. Although everyone's ultimate goal was to enrich citizens' lives by providing more cultural events, other important goals included: giving our students and faculty new performance and exhibit venues to showcase their talents; using exhibits and performances as student recruitment vehicles; developing and maintaining relationships with existing arts organizations in the city; and performing at public schools to educate younger students and to develop future arts audiences.

Step Two: Identifying the Players

Contacting the directors of the major arts organizations in a city is easy, but typically there are other key players, such as political and civic leaders, whom insiders can help you identify. We identified about thirty key players and invited them to a kick-

off luncheon to discuss how to enhance arts programming in Tulsa.

Step Three: Communicating and Organizing

At that initial meeting we stressed that we recognized that the community already had vibrant, active arts organizations with excellent reputations and that we did not want to compete with existing programming. Being extremely respectful of "territory" was important if cooperation was to occur. The idea of forming a Tulsa Arts Advisory Board to effect joint planning and cooperation emerged as a group consensus. Representatives from twenty organizations reflecting diverse community and artistic views joined the Board, and OSU agreed to handle the logistical and communication processes of the Board.

Step Four: Deciding on Joint Efforts

Over several monthly meetings, we brainstormed various options for joint planning, ranging from grandiose galas to simple information sharing. Because artistic schedules are often set two years in advance, time did not allow for a comprehensive, coordinated series of events in year one. Nevertheless, numerous ideas came to fruition even in our first year, including development of a joint web site, creation of a joint calendar, and individual collaborations among organizations. Groups developed long-range plans based on shared information. The brainstorming sessions of this diverse pool brought forth numerous new programming ideas for future years.

Step Five: Securing Funding

At the same time the Board was developing concepts for joint efforts, Oklahoma State University was proceeding with efforts to increase its own arts outreach in Tulsa. To seed the effort, our outreach dean provided $10,000, with which we dramatically increased our programming in FY99. Visibility from those events allowed the University to secure an additional $86,000 the next year from external sources, including a large, multi-year grant from a local private foundation (the Wentz Foundation).

Step Six: Marketing

Discussions regarding joint planning and thematic events opened possibilities for joint marketing ventures (brochures, ticket sales, billboards) and established a precedent for sharing marketing dollars. The Board discussed a publicity campaign and generated a variety of options for increasing the visibility of the arts throughout the city. On the OSU side, we developed a theme ("The Arts @ OSU") and a brochure listing all our events. We also developed fliers for individual performances and exhibits and secured public service spots on radio announcing our events and the city's main newspaper ran features on certain programs and wrote reviews of various performances.

Step Seven: Implementing the Plan

Over a three-year period, Oklahoma State University took the leadership role in the Tulsa Arts Advisory Board, held frequent meetings that facilitated joint efforts, and each year increased the numbers and types of cultural programs offered. For example, OSU imported guest artists to Tulsa, our creative writing faculty traveled to Tulsa for readings, student musicians and actors performed at Tulsa venues, faculty recitals were held in Tulsa concert halls, and we hosted an elaborate arts gala that was free to the public. In addition, we launched an "Unseen Cinema" film series, hosted an annual Chautauqua, sponsored performances and exhibits by ethnic artists, adopted the Center for Poets and Writers, and took performances to public schools in Tulsa.

Step Eight: Assessing Results

The success of such a project needs to be measured both quantitatively and qualitatively. In terms of numbers, the Tulsa project was a major success. For example, in fiscal year 1998 Oklahoma State University faculty offered only two cultural programs in Tulsa. After launching an arts programming campaign, we offered 28 cultural programs in FY99, 41 in FY00, and 42 in FY01; similarly, attendance at events rose from 450 in FY98 to 12,925 in FY01. This new cultural programming introduced a wider community to the arts, gave our faculty and students new venues and more opportunities to perform and exhibit, and introduced public school students to live performances. OSU not only generated new cultural experiences on its own, but also partnered with Tulsa groups so that the combined talents collectively enriched the community and helped strengthen the public school arts curriculum. Likewise, funding for OSU arts events rose from a mere $700 in FY98 to $10,000 in FY99 and $96,000 in FY01. Other results were important but unquantifiable and sometimes intangible. For instance, arts organizations in Tulsa interacted with regularity, brainstormed ideas for cultural programming, and decreased the sense of competition among their individual organizations. The synergy created propelled each organization to a higher level for program and marketing ideas and gave renewed motivation to each organization. In addition, we believe that by dramatically increasing OSU's arts presence in Tulsa, we enhanced the University's image, helping Tulsans to see OSU as an institution with a diverse curriculum and a flourishing arts program.

Step Nine: Determining the Next Step

Having been the catalyst for a successful collaboration, a college must then step out of the leadership role and allow the entire Board to take ownership of the project. Easing out of that leadership role can be complicated-dare we not lead-but it is necessary in order for the other members of the Board to share full responsibility and have equal power. Ultimately, it is the responsibility of the Board to sustain the synergy achieved thus far and ensure that the momentum continues.

Conclusion

The arts are often a low priority for continuing higher education and frequently take a back seat to areas such as workforce

development, credit programming, and distance learning. However, arts programming is a vital part of an outreach mission that encourages lifelong learning and contributes to the quality of life of the broader community. Because the arts help connect us to each other, provide insights into the thoughts and emotions of other individuals, and express and animate the intensity of the human spirit, they deserve a higher priority in university outreach.

Ethical Implications for Leadership: Some Recent Research

Presenters: Patricia A. Lawler, Widener University and Thomas J. Sork, University of British Columbia

Imperative to any profession's mission and core is their ethical framework and guiding principles of practice. The world of continuing and adult education is changing with the proliferation of accelerated degree programs, advances in distance learning and the World Wide Web and calls for accountability and service to underrepresented groups of adult learners. As we rethink our positions, programs and connections, how do ethics and the ACHE Code of Ethics (Lawler, 2000) fit in? How are we training and educating ourselves and others for these challenges?

During the academic year, 2000-2001, Sork and Lawler conducted two separate research projects related to ethics and adult and continuing education. The purpose of Sork's research was to identify and analyze the ethical frameworks and moral imperatives implicitly or explicitly embedded in the curricula of selected graduate programs in several countries. Lawler collected data from ACHE members regarding the 1997 ACHE Code of Ethics, its practical use in our daily work, and its continued relevancy.

From a practical perspective, both Sork and Lawler were seeking information on how we as continuing and adult educators learn and use our ethical frameworks. The session provided an overview of their research results and an opportunity for participants to discuss the relevancy of their findings for rethinking the mission and core of the adult and continuing higher education community as it relates to the university, as a whole, and entities outside the university.

Sork's Findings

Between October, 2000 and September, 2001, 116 interviews were conducted with faculty who teach in adult education postgraduate and graduate programs in 37 universities located in eight countries–Australia, Botswana, Canada, England, New Zealand, Scotland, South Africa, and the United States. All of these programs were designed to either prepare the inexperienced to become novice adult educators or to help experienced adult educators become more reflective and effective practitioners. One important assumption of this study is that practitioner beliefs about what constitutes ethically-responsible practice are influenced by these programs and by the unique social/cultural/historical/economic context of each country. There were several findings that reveal broad concerns about the changing nature of practice that seem particularly relevant for those involved in university continuing education in North America.

First, the overwhelming emphasis placed on "instrumental" forms of adult learning is changing practice in fundamental ways that trouble many faculty. They lament the loss of "social purpose" adult learning and the liberal "learning for learning sake" philosophy prominent during the formative years of the field. The tendency to focus on the needs of the economically and socially privileged and the lucrative "markets" they represent has overshadowed concerns about the oppressed and less privileged in society. "Lifelong learning" has become either a marketing slogan rather than a broad ethical commitment or has been re-conceptualized as an instrument to link adult education and economic productivity.

Second, the commodification of knowledge and the commercialization of university continuing education are troubling to many. These concerns link with the uncritical rush to deliver programs via the web and the development of public-private partnerships. There is a clear tension between the desire to increase access to higher education and concerns about social exclusion and the not-too-subtle forms of cultural imperialism embedded in various delivery technologies. There are fundamental questions about the priorities that are driving continuing education and what the long-term consequences will be–for learners, for universities and for the profession–if current trends continue.

Third, there is very little explicit treatment given in these programs to the ethics of practice, so if practitioners are to develop a common understanding of the ethical principles that should guide work in university continuing education, it is up to the profession. Developing a code of ethics is a start–and can be highly educational for those directly involved–but alone is insufficient. It is how the principles reflected in the code are interpreted and enacted in context that forges commitment to a common moral framework.

Lawler's Findings

Four focus groups were conducted at ACHE regional meetings. A total of 32 attendees participated answering questions regarding awareness of the ACHE Code of Ethics and its relevancy at this time. Several themes emerged from the discussions.

First, most members were aware of the presence of the Code, but had had little knowledge of where it was printed or exactly what it covered. Participants were provided with a copy of the Code, and upon reading it generally found it to be informative and helpful with dealing with conflicts of interest. It was recommended that more discussions and education regarding the code was needed.

Another major theme centered on the emerging concept of customer service when working with adult learners in both credit and non-credit programs. While continuing education (CE) professionals have had a mission of serving adult learner needs, the consumer mentality, demands for financial and academic accommodations, and the focus on the customer is always right, have placed members in situations of conflict of interests. "Education is now a business and an academic endeavor" summed up many stories of conflict of interests involving the institution's academic mission versus revenue generation, the mission versus accountability. Of course, there was much discussion on the impact of technology. Whether it concerned intellectual property rights or the standards of delivering courses for credit with the same value and academic integrity, CE professionals were grappling again with conflict of interests. In this area, the members reported that issues regarding technology were missing from the Code.

Finally, privacy of student information, access to technology, conflicts with various stakeholders in the institutions and their roles, accelerated program standards, harassment from and to faculty/students, and loss of control when dealing with multiple campuses and off site programs were among the other issues touched on during the focus groups.

The second recommendation that emerged centered on revising the Code to cover technology and the diversity of programming. While many felt that the directives in the Code could be adaptable to these new and changing situations, it was recommended that more specific information would be helpful.

The data from the focus groups will provide a foundation for the next phase of this research project. In the spring 2002, Lawler will be replicating the earlier study conducted by Lawler and Fielder (1993) to elicit information on the current ethical issues facing ACHE members in their CE practice.

References:

Lawler, P. A. (2000). The ACHE code of ethics: Its role for the profession. *The Journal of Continuing Higher Education*, Vol 48, No 3, P 31-34.

Lawler, P., & Fielder, J. (1993). Ethical problems in continuing higher education: Results of a survey. *The Journal of Continuing Higher Education*, Vol 41, No 1, P 25-33.

Development of a Higher Education Center: A Multi-Level Partnership

Presenters: Pamela Murray, Mary Baldwin College; Linda Linnartz, University of Virginia; and Thomas L. McKeon, Roanoke Higher Education Center

The Roanoke Higher Education Center opened in a newly renovated building in Roanoke, Virginia in August 2000. The Center represents a unique public-private partnership among state and local government, eight private colleges and universities, four public universities, a community college, a public school system and two workforce-training agencies. The Center provides a continuum of learning opportunity from workforce training through undergraduate degrees to advanced graduate study. Through a discussion of the development, current status and future plans for the Center, this presentation offers a case study of a complex, but successful, higher education partnership.

The idea of the Roanoke Higher Education Center was rooted in the belief of influential community leaders that the continued economic vitality of the region was dependent on increased access to higher education and workforce training. Roanoke is the largest city in Virginia without a four-year public university. It did have a Graduate Center, a community college, several institutions offering baccalaureate programs, and an eight-story building donated to the Roanoke Foundation for Downtown by the Norfolk Southern Company that was available for a good community cause.

RHEC planning took place over five years, but had been preceded by the establishment and operation of the Roanoke Valley Graduate Center, an earlier enterprise involving inter-institutional cooperation. Participants in the planning process included John Edwards, the state senator who spearheaded the effort; other representatives of the Commonwealth of Virginia and the City of Roanoke; community leaders, who organized the Destination Education lobbying effort; consultants; architects; and representatives of the educational institutions..

Discussions focused on the purposes of the Center, implementation issues, and funding sources. A needs assessment process took place. There were numerous challenges involved in bringing together such a disparate group without a clearly articulated initial agenda. Although the group of potential residents quickly developed a trusting relationship based on common interests, there were concerns about institutional cost, about the lack of experience in educational programming evidenced by some of the decision makers in the process, and about the possibility that space availability rather than educational need seemed at times to be driving the entire process.

Because stakes were high–and because many of the institutional representatives shared a vision of the potential benefits of this center to the community as well as to their institutions and programs–discussions continued. A local architect with a passionate commitment to saving a building of historic and aesthetic significance aided the process, as did consultants and community leaders

with considerable savvy in the process of obtaining state funding.

When the Center opened in August 2000, the renovations were still in process. They were completed during the summer of 2001. There were initial challenges in operating in a building under construction and with limited parking, but we consider the project a great success. Institutions have varied in the impact on enrollments. For Mary Baldwin College, the visibility afforded by being a part of a well-publicized community organization led to a 30% enrollment increase for 2000-01, which seems to be sustaining in the current academic year. The building is used for a variety of community activities, and has become another grass roots community effort resulting in a Roanoke institution, which is a great source of both civic pride and institutional success.

In its first year of operation the Roanoke Higher Education Center averaged 2400 students a semester in its higher education and workforce training programs, and saw 6,900 participants in meetings and conferences sponsored by community businesses and other organizations. In the years ahead the primary goal of the Roanoke Higher Education Center will be to continue to provide to the member organizations and institutions a facility and support services of the highest quality that contribute to the expansion of opportunities for workforce training and higher education, and for further economic development in the Greater Roanoke Region.

Needs assessment and program development will continue to occupy much of the time and effort of the Executive Director. Particular attention in the near future will be paid to the development of programs in the emerging fields of biomedical and biotechnology areas that represent promising business growth in the region. Focus on the region's other business clusters will also guide program development at the Center.

Expansion of the library and related academic support services are also important goals for the Center. The Center's library is well positioned with membership in the Virtual Library of Virginia and accompanying high-speed Internet access to provide for a wide array of instructional support needs. The library will also serve an important outreach function to the community with plans being developed to provide a business resource center and a non-profit resource center. Other academic support provided by the library will include writing and study skills support to students, instruction in the use of the library, the use of the World Wide Web in research, and other academic support services as may be needed.

Frontloading for Success: A Model for Creating a Positive Learning Environment for First Semester Freshmen

Presenters: Elizabeth Hardaway, Pat B. Brewer and Jan Smith, The University of Georgia

Thesis

Students learn best through accretion, with layers of knowledge building over time. But such a process works best when students inhabit a secure learning environment. During times of flux, such as the transition between high school and college, this context for learning must be re-established and re-configured to meet the challenges of post-secondary education. Unfortunately for college freshmen, the initial transition takes place within the frequently chaotic confines of orientation, drop/add, and first advisement appointments. Retention literature suggests that the eventual success or failure of many students may hinge on attitudes established during the first three weeks of their college experience, yet the combined pressures of high enrollments and insufficient personnel often conspire to create an atmosphere in which students feel alienated and isolated before classes have even started. Therefore, colleges should consider frontloading their student support services by providing more opportunities for student involvement early in the semester and, just as importantly, by going extra lengths to set a student-centered tone in all early contact with freshmen. As it relates to the learning process, the term frontloading means to load learning in front of an experience rather than afterward, a circumstance that allows students to undergo a learning transformation or change during a learning experience rather than after the experience has concluded. By establishing relationships with students before they experience the difficulties of their first semester in college, University Studies/ANSERS helps students to avoid many common freshman traps.

Program Overview

As the "community college" function of the University of Georgia, University Studies/ANSERS deals exclusively with freshmen and sophomores, although the student body itself is a diverse blend of traditional and nontraditional students who attend classes on either a full-time or part-time basis. Previously known as the Evening Classes Division, University Studies retained its student services function but lost its separate class offerings to University decentralization in summer 1997. Today, adult and traditional age students who enter University Studies/ANSERS with lesser credentials than those of regularly admitted students are permitted to take classes any time of day rather than being restricted to a selection of courses in the evening, but must exit the program by 40 hours or face program (and hence university) dismissal. Unfortunately, the scheduling flexibility that resulted from decentralization had a downside. Students who previously were restricted to small Evening Classes sections that were limited to thirty students were now placed in courses with 100-300 students. In order to help its students succeed in this new environment, University

Studies decided to "frontload" its support services so that they might have an immediate impact on first semester freshmen.

Creating a Positive Tone at the Point of Initial Contact

By making a special effort to establish a caring tone amid the frantic activity that accompanies Orientation and a student's initial advisement session, University Studies/ANSERS faculty and staff have been able to lay the foundation for a productive learning community. While the strategy may seem obvious, bringing about such a paradigm shift requires commitment, cooperation, and the support of everyone involved, secretaries and student workers as well as faculty and professional advisors. All involved must remember that students who receive poor placement test results, learn that their preferred classes are closed, or just begin to understand that two years of core curriculum courses separate them from their chosen major are apt to be less gracious and more strident than usual. Reaching out to freshmen at this point can plant the seeds for communication between an advisor and advisee, lessening the chances that a student will simply stop attending class during fall semester without conferring with that advisor. In order to achieve the desired tone, departmental members are versed not only in customer services techniques, but also in Myers-Briggs personality theory and crisis management as it relates to special student issues.

Orientation Area Meeting and Advisement

The University of Georgia has a series of 16-18 freshman orientation sessions each summer, with many of the activities generic in nature. However, each school or college has an Academic Area Meeting for its students and an advisement period that follows the Area Meeting. Though the 75 minute area meeting and the subsequent 30-45 minute advising session may seem a short period of time, in a very real way this two- hour block of time becomes the framework for the student's first semester and influences the extent to which a student will seek help from University Studies/ANSERS during the first two months of the semester. In order to personalize the area meeting, students are asked to introduce themselves, and disclose their hometown, high school, prospective major, and something that sets them apart from others. Then rather than discussing school/college, UGA, and Regents' requirements in a vacuum, these details are presented in the context of core curriculum requirements, with an advisor inserting students' individual possible majors into the discussion of area F, the requirement category that relates to a student's major. Having gone over the big picture at the area meeting, advisors are freed up to focus on the individual during the afternoon advising session. Since orientations necessarily deal with some negative issues, such as probation and dismissal, University Studies decided to include a segment in Orientation that notes ways that students have succeeded in the program and to offer incoming students the possibility of joining one of University Studies' student organizations. Nearly half of the 2001-2002 UNVST Student Advisory Committee is comprised of students who volunteered their participation during Orientation.

University Studies 1118, Strategies for Academic Success

During fall 2001, nearly 3/4 of new University Studies freshmen were enrolled in the department's academic success course, UNIV 1118. University Studies faculty members who teach the course are able to extend and deepen the links established by the department during orientation and advisement. Building on David Schmitt's conclusions that people who have identified goals, critical thinking skills, and a curiosity for life are more likely to succeed in life, the authors of the academic success text *Life Skills for the University and Beyond* conclude that these attributes are also applicable to college and university success (Ginter and Glauser, 33-34). In UNIV 1118, students are encouraged to engage in values clarification and goal building and are asked to construct intermediate and stepping stone goals for three self-selected individual goals for their first semester in college. By taking career inventories, personality inventories, and whole-brain thinking assessments as freshmen, students have the opportunity to begin the process of exploring career possibilities at a time when change is still possible rather than waiting until they are seniors locked into majors that may or may not suit them. Frontloading personal assessment instruments helps students make early decisions (such as the choice of an academic area or major) and set long-term goals (such as a possible career track). To support this outcome, students in UNIV 1118, as well as the general University Studies population, are encouraged to attend the department's Major Choices Series, especially designed meetings with the schools and colleges into which they hope to transfer to pursue their majors.

Extending Contact over the First Semester

Since all students are not able to take UNIV 1118 the first semester, other methods must be used to keep freshmen in contact with University Studies. *Student Update*, a student newsletter, is distributed twice each semester to all currently enrolled students. *Update* reminds students that they must make advisement appointments for the next semester, communicates important deadlines such as midpoint, and publicizes important dates such as Fall Break. The initial fall 2001 *Update* included pictures of University Studies personnel, so students could continue the process of connecting names with faces. The newsletter also included pictures taken at the department's Spring 2001 Honors and Appreciation Reception. University Studies committees also meet for planning sessions during fall semester, with the Student Advisory Committee determining the theme of the fall " pizza party" and initiating plans for the annual spring Honors and Appreciation Reception. The Adult/Returning Student Group also meets in early fall, with the first meeting often centering around a discussion of classes, support systems, and suggestions for special workshops that would be helpful during the academic year. By gaining early feedback from students, University Studies/ANSERS is able to tailor workshops and socials to the particular needs of current students.

Assessment and Evaluation

Frontloading also includes another powerful tool for faculty and professional staff who are attempting to set students on an early road to success, and that is the timely integration of assessment and evaluation results into all programmatic components. Whether the figures are positive or negative, it is important that freshmen are aware of the percentage of freshmen that go on probation during a typical fall semester and understand some of the reasons that this occurs. In the case of Georgia students, it is important for them to know how many students retain their Hope Scholarships (free tuition for students who have a GPA of 3.00 or better in high school) after the 30-hour review. By having students evaluate everything from their Orientation experience to their academic advising sessions and UNIV 1118 classes, it is possible for the department to make programmatic changes quickly when appropriate.

Conclusion

In the final analysis, the ultimate test of the theory of frontloading in this department will be whether the statistics continue to reveal that a significant percentage of University Studies/ANSERS students transfer to their major with at least a 2.00 by 40 hours, avoid dismissal, retain their Hope scholarship for their second year of college, and enter majors that are suited to their strengths and goals. Such successful outcomes indicate that intervention during the first two semesters can help a high percentage of students be more successful their freshman year.

"Customer" is *Not* a Dirty Word: Cultivating Value-Added Opportunities for Faculty and Learners in Online Programs

Presenter: Robert Jackson, University of Tennessee

Continuing education leaders have long understood the value of customer-driven program development and are therefore in a unique position to broker higher education's advance into on-line, web-based delivery strategies. The tool set for at-distance online education, however, is different in many respects from traditional programmatic design. New strategies are needed to take advantage of strengths and address some perceived shortcomings of this new delivery mode. Blended delivery modes utilizing multiple delivery modes, outcome based pedagogical design and careful attention to addressing the needs of faculty as scarce content resources and students as sophisticated consumers with wide variation in skills are unique opportunities for continuing higher education.

For purposes of time and simplicity, let us define "online programs" as those whose content is delivered to an at-distance audience that only occasionally, if ever, participates in on-campus activities. Let us further assume that these programs result in suitable-for-framing outcomes (eg. certificates or degree diplomas) and are conducted in cohort mode rather than via self-study or independent study.

Successful programs are reverse engineered backwards from the stakeholders' needs. Multiple stakeholders are served by typical continuing education departments:

- Subject matter experts and their support systems.
- Learners and their support systems.
- Administrators, community leaders & legislators.
- Program planners, brokers and facilitators.

Each has different needs, requiring different value-added responses. Subject matter experts in most fields are busy. Their greatest needs tend to be:

- Concise, high value exposure to best practices with embedded multiple practical examples of good teaching techniques.
- Optional in-depth group training in online technology.
- Optional in-depth one-on-one coaching with a respected peer or discreet subordinate.
- A delivery format (or suite of formats) that minimizes preparation time and content maintenance while maximizing content reusability. Synchronous voice/data interactive formats have been shown to be very successful meeting this need.
- Flexibility of teaching style, accommodating both lecturers and "interactors".
- Flexibility of location, allowing instructor to travel, consult or interact from home.

Learner needs, expectations, and perceptions of the value-added offered by a program vary dramatically, often by state in life. This is evidenced by the use of words to describe their roles. A recent survey shows that under 21 years of age, most education recipients are comfortable being called "students". In post-baccalaureate years, the term "student" is less popular than "learner" and "customer", and the use of "partner" is on the rise. These words may be highly indicative of the relationship students expect from their instructors and brokering institutions.

Working adult learners–the typical target audience for continuing education's current online programs–tend to value:

- Applicability to career progression, frequently with a concurrent need to be supported by their current employer in their learning activities. Employers are playing an increasing role in successful programmatic designs.
- Flexibility of scheduling and learning location.
- Ability to interact comfortably in ad-hoc dialog with faculty and with peer learners, preferably in a group/team shared work environment.
- Convenience of access to formal learning and student services.
- Programs perceived to be differentiated by "high value", achievable through low program cost or by highly focused custom programs developed for a particular customer niche.

Administrators, community leaders & legislators come from a variety of backgrounds and have widely divergent missions. Common to most missions, however, are:

- Efficient and fiscally sound programmatic deployment.
- Positively and regularly reviewed by the press reflecting a constructive community service perception.
- Little to no "static" from individuals in or out of the program.

Program planners, brokers and facilitators–including continuing education administrators–must reflect all of the above needs by developing appropriate value added blends. Additionally, they themselves have needs for responding programs:

- Ability to scale up or down efficiently.
- Ability to cultivate and penetrate new qualified learner markets.
- Flexibility of program design to accommodate change in subject matter experts and learner response.

By reverse engineering programs backwards from these needs, paying particular attention to the unique attributes of the targeted learner market, and by leveraging the capabilities of technology to address national and internal audiences with similar needs, successful niche marketed programs can be developed and deployed. Blended delivery systems combining short on-campus periods, asynchronous web and synchronous electronic delivery seem to be successful models on which to build. Traditional research holds that asynchronous self-study vs face-to-face learning results in no significant difference in learning outcomes. Current research enhances that understanding, indicating that students learn significantly more when synchronous live virtual classrooms and/or web asynchronous is combined with face-to-face learning than when face-to-face learning is used alone. (See www.outreach.utk.edu/weblearning/blendedresults.htm)

Synchronous voice/data interactive instructor-led web delivery–a technology still rare in academia but common in the corporate world–appears to be a key differentiator for commercially successful programs. Faculty-learner and learner-learner community building can be facilitated via voice interactive online/distance delivery technologies.

Careful customer-driven design of your online program can reduce your frustration and increase faculty and learner satisfaction with your product.

[Note: Slides of the final presentation are on-line at www.outreach.utk.edu/jackson.]

Developing Community in Online Courses: Advising and Administrative Technique and Building "Community" in Distance Learning

Presenters: Mary S. Bonhomme and Vicky W. Knerly, Florida Institute of Technology

Building Community through Advising and Administration

At Florida Institute of Technology, our first line of community building begins with customer service. Each distance-learning (DL) student is assigned an advisor immediately upon application. That advisor then provides customer service to the student from beginning to end (application to graduation) through a variety of means: e-mail, telephone, fax, and U.S. mail. This helps put students at ease, knowing that they have a real person to contact whenever they need assistance. As with all faculty and staff, our standard policy is to respond to student's questions within 48 hours, although most will do so more quickly than that.

In addition to customer service, technical assistance is always available to the student either through our Blackboard.com course-delivery platform or directly to our DL staff. We try to ensure that all students' questions can be answered at our web site; however, we always let the student know that he or she can contact a real person if they desire.

Students also have access to Florida Tech's library and learning resource services to support their studies.

If a student requests "references" of current students taking DL courses for their perspectives, Florida Tech personnel will generally contact a sampling of students currently matriculated in the requesting student's degree program to obtain their permission to be contacted. If a current student answers affirmatively, that student's contact information is provided to the requesting student for direct contact.

The above is a sampling of community-building standards at Florida Tech that are specifically designed to ensure that DL students have the opportunity to participate in the Florida Tech community just as bricks-and-mortar students do.

Building Community within a DL Course

All faculty teaching distance-learning (DL) courses are counseled to promote a sense of community and caring within their courses. This is backed up with a set of Distance-Learning Instructor Procedures, which encourages instructors to keep in contact with their students via e-mail and telephone as well as within the course itself. As with advising and administration, e-mails from students are required to be answered within 48 hours, although most faculty exceed this minimum requirement. While individual courses vary, DL faculty are encouraged to do any or all of the following:

- Involve students in group projects or other collaborative learning activities.
- Participate in discussion board activities or virtual classroom (i.e., chat-room-type) interaction.
- Contact each other as well as the faculty member to discuss issues relating to the class (either directly or via threaded discussion at the course site).
- Communicate frequently, especially if a perceived problem exists.
- Work with students individually, if needed, to ensure they are able to utilize the technology to greatest advantage.

Conclusion

Since distance-learning students are, by definition, generally removed from direct contact with the university, they need to know that they are part of a larger collective and have the backing of and access to the same resources as students taking courses on campus. Through their advisor (and, to a lesser extent, their professors), they have a point of contact to all other departments on campus, from the registrar to financial aid to the bookstore to student services departments. Without that feeling of interconnectivity, a student can easily feel like a "lost statistic" and can become quickly disillusioned with the whole distance-learning concept. They need to know that they are not learning "in a void" and can turn to someone for help at any time, just as an on-campus student can. The result of that sense of community and comfort level with the university is a satisfied student who has a positive view of his or her overall experience and who will be willing to refer others to that experience.

Joining Forces to Enhance Economic Security, Competitiveness, and Improved Quality of Life

Presenters: Keith Miller, Black Hawk College; JoEllen Sharer, Trinity College of Nursing; Linda Stickney-Taylor, Western Illinois University; and Rick Baker, President/CEO Illinois Quad City Chamber of Commerce

Introduction

The Quad Cities is located on the transition zone between the Midwest and Great Plains along the I-80 corridor. The four Cities are divided by the Mississippi River and are made up of the Illinois communities of Moline and Rock Island and the Iowa communities of Davenport and Bettendorf. Three educational institutions (i.e. "The Partners"), each with a different mission, and local government officials have come together to enhance economic security, competitiveness, and improved quality of life in the Quad Cities. Black Hawk College, the local community college; Trinity College of Nursing and Schools of Allied Health, a private health sciences college; Western Illinois University, a four-year public university; and community leaders from the City of Moline and the Illinois Quad City Chamber of Commerce have joined forces to leverage local, regional, state, and federal resources to build a shared educational facility. The long-range goal of the Partners and Quad Cities community leaders is to develop a strategy that will facilitate the future development of a well-trained workforce, create new entrepreneurial opportunities, and attract new businesses seeking proximity to higher education resources and technology-related services within the Quad Cities.

Background Information on the Educational Institutions

Western Illinois University, a four-year public university, was established on April 24, 1899, and began operation on September 23, 1902. The University offers 46 undergraduate degree programs and 35 graduate degree programs for about 12,600 students. Approximately 80 percent of WIU students are undergraduates and 20 percent are graduate students. Although its main campus is located 80 miles south of the Quad Cities in Macomb, WIU recognizes its regional purpose to serve off-campus students by bringing undergraduate and graduate degree programs to the Quad Cities. Western Illinois University has offered graduate programs through the Quad Cities Graduate Study Center since 1969. Undergraduate courses have been offered since 1960. **Black Hawk College**, established in 1946, is one of 49 community colleges in Illinois. The College serves all or part of nine counties in northwestern Illinois with a population of more than 225,000 residents. The College's District office is located on the Quad Cities Campus in Moline, while the East Campus is located five miles south of Kewanee, Illinois. Operated as one college with two campuses and several outreach sites, Black Hawk offers more than 50 liberal arts and sciences curricula in the transfer area and more

than 70 career track programs leading to degrees and certificates. The College also offers a wide range of workforce training and community service outreach programs. Black Hawk College is a non-resident institution but offers a full array of recreational and athletic programs on each campus. **Trinity College of Nursing** and its predecessor nursing programs have a history of over 100 years, with the initial program beginning in 1898. Because of its rich past, over 5000 Registered Nurses have graduated through the Trinity nursing programs. Trinity College of Nursing, incepted in 1994, offers both Associate and Bachelor's Degrees in Nursing and is the only program in the community to do so. Since the initial graduation in 1996, over 200 nurses have been provided to Trinity and the community, including over 175 Associate prepared nurses and over 35 Bachelor's prepared nurses. The three Trinity Schools of Allied Health, i.e., Emergency Medical Services, Surgical Technology, and Radiography, all are long-standing professionally accredited certificate programs.

Existing Bi-Lateral Partnerships

Western Illinois University and Black Hawk College Partnership

In the late 1980's, Black Hawk College, the local community college, and Western Illinois University entered into an innovative and unique partnership, when the Illinois Board of Higher Education granted approval to establish the WIU Rock Island Regional Undergraduate Center. The undergraduate center was located on the campus of Black Hawk College (BHC). The Black Hawk College/Western Illinois University relationship has developed as a response to the needs of the Illinois Quad Cities as an underserved area. The relationship was formalized initially through established articulation agreements providing opportunities for students to transfer to four-year degree programs without leaving the Quad Cities area.

Black Hawk College and Trinity College of Nursing Partnership

Trinity College of Nursing has been in partnership with Black Hawk College since 1965. Through a contractual arrangement, BHC provides the lower division general education and related courses for Trinity's Associate Degree and Bachelor's Degree nursing programs. For almost 30 years, the Schools of Allied Health have also contracted general education courses with BHC as needed for their certificate programs. Trinity Students take these required courses on the BHC campus.

Western Illinois University and Trinity College of Nursing Partnership

Since 1996, Western Illinois University, via a contractual agreement, has provided upper division general education and related courses for Trinity's Bachelor's Degree nursing program. These courses are offered from the WIU Quad Cities campus in Moline, Illinois.

Why the Tri-Lateral Relationship Was Formed

Because of the WIU/BHC Partnership, enrollments in the undergraduate programs continued to grow to the point that WIU needed more space than what BHC could provide. In the fall of 1997, WIU moved to its own facility, not far from the BHC campus. While there was a physical separation between the two institutions, the partnership has continued to evolve into a tri-lateral alliance that now includes Trinity, a private nursing college. Black Hawk College, Trinity College of Nursing, and Western Illinois University "The Partners" have developed a conceptual framework for a shared educational facility. Each of the Partners was in need of a facility that would allow for expansion of existing programs and/or a facility/site that would be better suited for delivering educational programs. The Partners envision the shared educational facility to operate as a multi-disciplinary technology center serving the needs of education, businesses and industry in the Quad Cities area. The shared educational facility will provide access to the latest technology infrastructure and resources to help sustain economic growth, which local government leadership is very interested in maintaining.

Conclusion

The Partnership is based upon mutual respect, shared information, good will, and mutual commitment. The Partners have worked hard as individual institutions to be seen by their constituencies as a single force for providing new educational opportunities and economic development in the Quad Cities area. The Partners want to: better serve the postsecondary education needs of mutual constituents; use limited resources most effectively to create a stronger, more dynamic and economically diverse region; expand educational opportunities; and cooperate to avoid duplication and competition through the sharing of facilities, faculty and staff, library materials, resources, food services, utilities, telecommunications, security, parking, laboratories, maintenance, need analysis, programming and articulation.

Creation of the Bath-Highland Distance Learning Consortium

Presenter: Charles Curry, James Madison University

The purpose of this project was to use instructional technology to improve the quality and efficiency of delivering instructional products for public education and workforce training to the two most sparsely populated counties in Virginia. The diversity and availability of instructional products are limited both by distance and topography in this remote mountainous region.

The opening phase of the project was the establishment of the Bath-Highland Distance Learning Consortium Board by the staff of the Central Shenandoah Valley Planning District Commission. The Board includes representatives from each Board of Supervisors and School Board. In addition, the Board included regional representatives of community colleges, a state university, economic development organizations, technology councils, entrepreneurial and micro-enterprise services, telecommunications companies, technology-related private sector businesses, the media, community libraries, and the medical community.

The Consortium Board's efforts were initially dedicated to securing the technical advice and services needed to successfully open a Distance Learning Center in each community by Fall 2000. Therefore, the Board was divided into sub-committees to ensure that multiple tasking could be accomplished over the limited time frame. The Board, working in concert with the institutions of higher education, developed a plan for equipment, personnel, facility needs and specifications for the project. The Consortium Board also assisted in the development of funding proposals and the final procurement of equipment.

Major emphasis was placed on equipment and facilities planning including the development of memorandums of agreement between the Consortium Board and the respective high schools for facility use and access, user training, operations, and maintenance. The responsibilities for providing appropriate facilities and support, such as T-1 connections to Network Virginia, dedicated Center space, and personnel to successfully operate the Centers is the responsibility of the respective localities being served. The Consortium provides technical support and oversight for the Center locations and operations.

The Distance Learning Centers are located at the respective Bath and Highland High Schools. Each site was evaluated to ensure that the schools' technology infrastructures were adequate for each Center's needs. A T-1 line was already in place at the Highland County High School to provide the school's Internet connection. A T-1 line was installed to the Bath County High School to obtain a connection to Network Virginia, as well.

The Consortium Board in consultation with representatives from Blue Ridge Community College, Dabney S. Lancaster Community College, and James Madison University, developed a list of appropriate video/audio classroom equipment, hardware, and software. The budget included funds for the acquisition and installation of the equipment as well as for facilities upgrades. The Board was careful to ensure consistency between both Distance Learning Center sites and the respective institutions of higher learning that will be providing instructional products.

Once the equipment needs and project costs were determined, the Consortium Board began the process of seeking appropriate grant funding from the USDA's Rural Utility Service, the U.S. Department of Education, and other potential funding sources such as the Appalachian Regional Commission. With essential grant funding secured the Consortium Board worked with the respective school systems to get the Centers up and running by providing advice and technical support. Each community college and James Madison University provided support personnel with the necessary training for successful implementation of the Distance Learning Centers.

The Consortium Board created a subcommittee on Workforce Training and Preparation. It was the responsibility of this committee to work with each respective locality and the institutions of higher learning to ensure that the classes and curriculums being provided meet the needs of the area's students, workforce, and employers (both present and future). Locally, a major key to success was to avoid proprietary use of the systems both within and between the participating organizations. Thus, memorandums of agreement and understanding were negotiated in advance of opening the Centers, between the localities, the Consortium, and institutions of higher learning.

The final task is to promote and market the availability of the instructional products to the area's employers, workforce, and citizens. The Board is in the process of developing a plan to both solicit programming requests and to educate the citizenry on the availability of the new programs and services.

Part-Time Faculty: Understanding Those Who Determine Our Quality and Success

Presenter: Jay A. Halfond, Metropolitan College, Boston University

Over less than a decade, a remarkable trend occurred in higher education that was hardly noticed or considered alarming. While the number of full-time faculty nationally remained almost constant, the number of part-time faculty doubled between the late seventies and the late eighties. Now about 43% of the faculty headcount throughout the United States are employed on a part-time basis. With little outcry from our public, we have shifted our instructional labor force largely towards contingent workers. We have entrusted an ever-growing proportion of our courses to the over 400,000 individuals whose primary commitment is not to our institutions. Was this the result of a noble belief that our students needed more exposure to industry practitioners and others with more of a connection to the real world? Or were our intentions somewhat more sinister-where using more part-time labor reduced full-time teaching loads?

Regardless of the intent, the reality is that American higher education, especially continuing education programs, is ever more dependent on those who are contracted to teach specific courses. These adjunct faculty, whom we might rarely see, ultimately determine the effectiveness and reputation of our programs. We contract with strangers, who often have little or no teaching experience, to spend about fifty hours with twenty or more of our most precious consumers. Students will judge their education by what happens in the classroom, and will either be a program's apostles or detractors as a result. How we invest in the quality of part-time faculty–particularly in continuing higher education–is perhaps the most critical element in the success or failure of our programs. But, ironically, this is often ignored in the efforts of deans and in the agenda of professional conferences.

In the past few years, a serious controversy has arisen over whether we might be misusing and exploiting this group of faculty. But, part of the public misunderstanding of the role of part-time faculty is the tendency to see this as a monolithic group. I believe that there are many types of adjunct faculty. Continuing educators should not only disaggregate their thinking about part-time faculty but also think strategically about their ideal mix and how to attract, develop, and retain each type.

At least from the vantage point of a large, urban, independent, research university, I see four general types – each having different sources, needs, goals, and advantages.

Moonlighters - are the individuals, perhaps new to teaching, who have a primary occupation elsewhere. They are not interested in giving up their day jobs for academe, but see the classroom as a complement to their career. They bring workplace issues and stories, as well as current thinking and techniques. Because their primary allegiance is to their career and employer, they might be difficult to recruit–and then to retain, particularly once the novelty of teaching wears off. The initial risk is that their workplace knowledge might not translate well into the classroom, and, once it does, that teaching will invariably compete with their career priorities.

Migrant Faculty - is the mirror image. These faculty are true full-time faculty, though perhaps elsewhere. They are seasoned teachers, perhaps overextended and even somewhat mercenary in their motives, but dependable in the classroom.

Apprentice Faculty - are graduate students, perhaps from other schools as well, who crave opportunities to hone their skills and expand their vitae. Though inexperienced, these are the overachievers. Their disadvantage is their high turnover rate as they embark on their teaching career.

Faculty Wannabes - are those most often portrayed in articles about the dire conditions of part-time faculty. These are the stereotypical part-time faculty with the credentials and the will to be full members of the academy, but feel disenfranchised and marginalized by their part-time status. They build a dubious career and meager income around an often horrendous number of teaching assignments. Their virtue is their capacity to teach, often very well, those basic courses that are unappealing to most others; their disadvantage is their often demoralizing status in the organization they long to join.

Faculty Retirees - allow continuing education programs to draw on the older and experienced who might have the time, the financial means, and the ongoing psychic need to teach part-time. Their advantage is their interest in reaffiliating with an academic enterprise; their downside might be outdated knowledge and teaching techniques.

The combination of these five groups is a matter of both strategy and opportunity. Each group has its place, and its costs and benefits. Too often, though, continuing educators think opportunistically in selecting part-time faculty–reverting to the tried and true, rather than exerting the effort to seek out the industry experts who are harder to find, more risky to select, more challenging to develop, and more likely to leave. And, too often, continuing educators revert to overloading the Wannabes who seem insatiable in their capacity to take on more teaching.

But a mix of the best of each group is a truly exciting enterprise – the stature of the Retirees, the workplace wisdom of the Moonlighters, the dependability and professionalism of the Migrant Faculty, the energy and enthusiasm of the Apprentices, and the stalwart reliability of the Wannabes.

Once one thinks in terms of these groups, it becomes clear that different factors motive each type and different practices should be used to integrate and develop them into the continuing education enterprise.

Part-time faculty are motivated by money, the need for affiliation, the opportunity to experience teaching, and the ego gratification of successfully leading a class. But Wannabes, for example, will need money and resent exploitation more than the Moonlighters (and certainly more than the Retirees). They will also value affiliation more than the Migrant faculty who already have a sense of belonging elsewhere. Continuing educators need to ensure that a variety of incentives are in place – monetary and otherwise - to capture and captivate the full array of adjunct faculty.

Likewise, each group needs different forms of faculty development. For the Moonlighters, time is precious – so information should be provided in written form whenever possible. The Retirees are likely to seek more participatory forms of involvement. Apprentice faculty will value pedagogical training, while Migrant faculty would resist the notion that they might benefit from development.

There are many ways to attract, involve, and cultivate part-time faculty, which reflect their mix and the goals of the particular program. One school's best practices might need to be modified for another's. Key factors to consider and discuss are:

- What is the optimal mix of Moonlighters, Wannabes, Migrants, Retirees, and Apprentices? Do our practices conflict with these ideals?
- What are our typical sources of each type of part-time faculty? How do we measure their potential capabilities?
- What incentives and benefits do we employ to attract and retain ideal adjunct faculty?
- How do we orient new adjuncts to our institution and to the challenges of teaching?
- How do we communicate on an ongoing basis, and involve part-time faculty in the enterprise?
- How do we evaluate and develop the teaching skills of our adjuncts?

Whether adjunct faculty add to the quality of academic programs, or simply represent exploited cheap labor, is a function of the care with which they are selected, integrated, and developed as teachers. The quality of teaching should not be a matter of chance, but front and center in the efforts of continuing educators. Too often, continuing educators settle for what is most expedient, rather than what is ideal and requires more effort. Socrates was an adjunct professor, since his primary occupation was that of sculptor. Would we have the means to identify a Socrates, or even his remote equivalent, within our communities?

Economic Development Assessment Tool for Expanding or Relocating Companies (Profiling Project)

Presenters: Philip Rokicki, Jorge Zumaeta, B. Ray Holland, and Rupert G. Rhodd, Florida Atlantic University

Executive Summary

Foreign and domestic companies often face challenges when relocating or expanding into a new area. These challenges sometimes overwhelm the companies and cause their expansion or relocation efforts to fail. To help reduce the risk of failure of existing and new firms, economists, business consultants, and econometricians often undertake extensive study of business opportunities with the intention of diverting resources to or from certain geographical areas. One such study has been completed by the Continuing Education Department at Florida Atlantic University. In this study, the Continuing Education Department staff and faculty at Florida Atlantic University devised a method based on Excel format to identify potentially troubled companies just in time for local economic development agencies and chambers of commerce to come to their rescue.

The model developed for the business sector was spawned from a previous research in which the Continuing Education Department staff and faculty at Florida Atlantic University used a mathematical predictive model to successfully predict what services welfare clients need when entering a local "one-stop" agency. The Continuing Education Department is working with a local housing authority that has applied this model in the Fort Lauderdale area of Florida as it seeks to reduce the number of evictions and other negative terminations, thus reducing the cost of repair and turnover of the apartments for Federal Government assisted housing programs. "With our experience in accurately predicting what is likely to occur in the housing program, the area of economic development and relocation of companies was a natural for us," said Dean B. Ray Holland, of the Open University. "Lost investment and jobs can be controlled," Dr. Holland went on to say. Faculty from the University's College of Business who are trained econometricians, working with practitioners from the Florida Institute for Career and Employment Training and local economic development agency staff, have made this predictive model almost a reality for South Florida.

Business Profiling Project: Broward County, Florida

Introduction

The purpose of the presentation is to present a model on the design and pragmatic potential utilization of Business Profiling in Broward County, Florida, by the Florida Institute for Career and Employment Training. The model identifies characteristics of successful business and develops a Statistical Profiling Model that is simulated to demonstrate the probability of success of businesses with certain characteristics. This is a two-part model, with the first being a Logistic Statistical Regression model that can be used to estimate the outcome base values of a set of predictor variables. It is similar to a linear regression model but is suited to models where the dependent variable is dichotomous (1-0). In addition, logistic regression coefficients can be used to estimate the odds for each of the independent variables in the model. This modeling approach requires far fewer assumptions than discriminant analysis.

Description of the Model Used to Estimate Success

The Logit or Logistic model is widely used to analyze choice problems. The Logit model can be used to determine (1) How borrowers choose between fixed and adjustable rate mortgages given a number of financial and personable characteristics, (2) Why some state legislatures vote to ratify the Equal Rights Amendment (ERA) to the Constitution and others not vote, and (3) The probability of WAGES participants obtaining employment after being served. We are seeking to expand its use to determine the success or failure of new or expanding business ventures in Broward County, Florida.

The Logit model is based on the cumulative logistic density function given by equation (1) in which Di is a binary choice variable, X_i is a set of explanatory variables, e is the natural logarithms (e = 2.718), and P is probability of the event.

$$[1] \qquad P(D_i = 1) = F(\alpha + \Sigma \beta_i X_i) = 1 / [1 + e^{-(\alpha + \Sigma \beta i Xi + ui)}]$$

In this case the relationship between a dichotomous dependent variable such as being successful in business, and independent variables such as employee growth rate, industry bankruptcy rate, unemployment rate, vacancy rate, size of the market, number of products, educational level of employees, presence or absence of a business plan, and advertising, to name just a few, can be determined[1]. In any Logit model, the dependent variable is not the actual variable, but the "log odds" as the model is used to determine the odds in favor of obtaining a particular outcome based on the independent variables in the equation. According to equation [1] changes in X exert a constant (linear) impact on the Logit of the event being considered not on the probability of the event itself. It is more useful to measure the effects of the variables on the success of a new business or expanding business in terms of probability. The impact of a change in X_i on the probability, $P(D_i = 1)$ is calculated by taking the partial derivative of P with respect to X_i as shown by equation [2].

$$[2] \qquad \partial P/\partial X_i \; (= \Delta P/\Delta X_i) = \beta_i \, P \, (1 - P)$$

Equation [2] shows that the effect of X_i on the probability that D = 1 depends not only on the coefficient of X_i, but also on the probability itself. Since this probability is itself a function of X_i, the rate of change above is not constant. Thus, Equation [2] enables us to calculate the probability (P) that the ith business remains in operation for two consecutive years, given certain information (employment growth, business size by employment, industry survival ratio, industry employment, income) about that business.

If

$$[3] \qquad P_i = \frac{1}{1 + e^{-z_i}}$$

and Zi = B0 + B1X1j + B2X2j + ...BnXnj the cumulative logistic distribution function, then [1 - Pi] is the probability that a business does not remain in business for two consecutive year.

$$[4] \qquad 1 - P_i = \frac{1}{1 + e^{z_i}}$$

Using equations [3] and [4], the odds ratio that a business is successful, i.e. the ratio of the probability of business success to the probability of failure is shown in equation [5]. If for example, the probability of being successful Pi is 0.6, the probability of business failure (1 - P_i) is 0.4, and the odds ratio of business success is 1.5 to 1. Taking the log of equation [5] resulted in equation [6], the Logit model used in this research.

$$[5] \qquad \frac{P_i}{1 - P_i} = \frac{1 + e^{z_i}}{1 + e^{-z_i}} = e^{z_i}$$

$$Ln \left(\frac{P_i}{1 - P_i} \right) = Ln \; e^{z_i}$$

[1] For all practical purposes, a successful event is defined as a business that has been able to remain in operation for more than two consecutive years.

$$[6] \qquad L_i = Ln\left(\frac{P_i}{1 - P_i}\right) = B_0 + B_1 X_{1j} + B_2 X_{2j} + \ldots\ldots B_n X_{nj}$$

In equation [6], the coefficient Bi measure the change in Li for a unit change in X_{ij}, that is, it tells how the log odds in favor of being successful in business change as Xij changes by one unit. Estimating equation [6] also provides a basis for the inclusion of certain variables in the second part of the model, which uses Excel to simulate the probability of success or failure.

Parameters Estimation

The list of variables that can be used in the development of the study are defined below. This final list should be chosen based on completeness of series and availability of data.

	Variable	Working Definition
1.	Outcome: **Successful Event**	Staying in business after 12 months from business opening date.
2.	Employment Growth • Percent • Total	Broward County Employment total change and percent change for years 1998 and 1999
3.	Employment Size	Broward county Employment broken down by size (0-19, 20-99, 100-499,>499). Year 1999.
4.	Number of Establishments in the Industry	Broward County Unemployment Insurance Reporting units by Industry.
5.	Survival Ratio	Average percent change between 1998 and 2000
6.	Years/months in Business	Records showing business activity (1998-2000)
7.	Business Planning Skills	Survey results and Small Business Development Publications.
8.	Investment Factors	Survey results and Small Business Development Publications.
9.	Human Resources Factors	Survey results and Small Business Development Publications.
10.	Marketing Factors	Survey results and Small Business Development Publications.
11.	Regulation Factors (Taxes, Insurance and Licenses)	Survey results and Small Business Development Publications.
12.	E-Business	Survey results and Small Business Development Publications.

Leadership in Continuing Education: Strategies for Effecting Change in a Research University

Presenter: D. Randy Garrison, University of Alberta

"There is no more delicate matter to take in hand, nor more dangerous to conduct, nor more doubtful of success, than to step up as a leader in the introduction of change."

N. Machiavelli

Like other areas of the educational enterprise, continuing education is facing a time of "disquieting turmoil" and transformation (Clark, 1998; Dolence & Norris, 1995). Such challenges require leadership along with a vision and commitment to effect change. It is argued that, to be a "player", university continuing education must become integrated into the mainstream of the institution and reflect its culture, values and ethos. That means becoming program leaders and incubators of innovation (Archer, Garrison & Anderson, 1999) in developing new, innovative approaches to responding to an increasingly demanding and changing society. As universities face larger societal changes, continuing education (CE) units can play a leadership role in understanding and developing strategies.

Change - An example of larger societal change that is most assuredly transforming higher education evolves around the explosion and access to information. The recent announcement by MIT to provide open access to the content of all their courses should cause higher education providers to seriously question where they are adding value. In itself, the MIT decision was a marketing coup that will realize a significant branding advantage to attract students, donors and create markets for other services. The important implication is that the real value-add is the quality of the learning experience. Other universities will inevitably follow suit and the focus will shift to the quality of the educational transaction (Garrison & Archer, 2000). This development, resulting from pervasive technological innovation (e.g., Internet), will transform teaching and learning as we know it (Garrison & Anderson, 2000).

Continuing education is positioned to lead the university in the adoption of learning technologies. The question is where are the leadership opportunities for CE? The simple answer is that CE is in the best position to act as an incubator of innovation to help position the university for survival in an increasingly open and competitive environment. The advantage to universities is they can protect their core values and sustaining technologies while incubating the disruptive technologies (Archer, Garrison & Anderson, 1999). This will ensure a measure of stability by serving mainstream clients, while positioning the institution for the demand and opportunity of new markets.

Integration - However, to be a leader within the institution and have the opportunity to influence change, paradoxically, CE must have the flexibility to operate outside the mainstream but at the same time, be integrated into the university. In the interests of space, I will not argue for the necessity of universities to be seen as relevant and responsive as well as describe the myriad of societal changes (e.g., learning technologies, demographic shifts) that have shifted expectations and made universities vulnerable. However, the fact is that CE has experience and expertise in many of these areas. CE units can and should be at the forefront of conceptualizing and convincing senior administration of the changes and challenges they face. I argue that this can best be done by being integrated into the institution.

There are two "world-views" of continuing education. As a result of changing circumstances of the university, such as reduced financial resources and the need to be more relevant and accessible, continuing education units have become the focus of attention. Unfortunately, they are all too often being seen as profit centers and many universities are seriously exploring or have moved these operations outside the institution. They have essentially become private, for profit business operations to market university content and compete directly with an increasing number of independent private educational enterprises. This approach must be seriously examined, especially for publicly funded universities. In most cases this is shortsighted and a diversion from legitimate educational goals. Also, the market where there is potential for real profits (executive education/consulting) is limited and essentially cornered by the major universities. The challenge for CE leadership is to recognize where the opportunities exist and that is to serve the strategic goals of the university. To be marginal is to be vulnerable. To try and operate out of the box, in the box, is a financial and academic disaster waiting to happen.

Leadership - From my experience there is a core set of transformational leadership characteristics required in CE. In addition to foundational values such as integrity and openness, I believe there are two overriding characteristics (but not sufficient) essential to provide transformational leadership. First, is to have and advocate for a vision, a dream, that recognizes and addresses the realities of larger societal changes and is consistent with the larger goals of the university. This vision must then be translated into understandable and achievable strategic goals. Next, there must be a commitment to action.

This commitment to action reflects the second key characteristic - decisiveness. Decisiveness is a corollary to change and "requires conviction, courage and action, often in the face of controversy and resistance" (Garrison, 2001). It mediates vision and action. Decisiveness represents the courage to move forward with the expectation that adjustments will need to be made. It is sadly surprising how few senior administrators have a vision, and, if they do, how indecisive they are about realizing or even approaching their vision. While there are many other desirable characteristics such as a questioning attitude, being able to recognize talent (including one's own), and authenticity/trust, it all starts with vision and courage.

Conclusion - CE is well positioned to lead in an unprecedented period of change and transformation in higher education. However, for continuing education to lead and effect change in a public research university, it is argued here that we must become integrated into the mainstream as much as possible. This requires purposeful and bold leadership. Is CE exhibiting bold, visionary leadership? Perhaps we need to look to a new generation of leaders to fully meet these opportunities and challenges?

References:

Archer, W., Garrison, D. R., & Anderson, T. (1999). Adopting disruptive technologies in traditional universities: Continuing education as an incubator for innovation. *Canadian Journal of University Continuing Education*, 25(1), 13-30.

Clark, B. R. (1998). *Creating entrepreneurial universities: Organizational pathways of transformation*. Guildford, GB: Pergamon.

Dolence, M., & Norris, D. (1995). *Transforming higher education: A vision for learning in the 21st century*. Ann Arbour: Society for College and University Planning.

Garrison, D. R. (2001). Research based continuing studies: A transformational leadership model. *Canadian Journal of University Continuing Education*, 27(1), 77-97.

Garrison, D. R., & Anderson, T. (2000). Transforming and enhancing university teaching: Stronger and weaker technological influences. In T. Evans & D. Nation (Eds.), *Changing university teaching: Reflections on creating educational technologies*. London: Kogan Page.

Garrison, D. R., & Archer, W. (2000). *A transactional perspective on teaching and learning: A framework for adult and higher education*. Oxford, UK: Pergamon.

Machiavelli, N. (1950). *The prince*. New York: Random House.

Change is Good: Lessons Learned in Spearheading a University's Commitment to Outreach and Service

Presenter: Obadiah J.K. Simmons, Jr., Grambling State University

Colleges and universities are unique entities that undergo structural changes according to administrative philosophies, strategic plans, and the vision of those charged with the task of leading an institution. These changes also impact individuals, departments, and units which often times is met with resistance. From an individual perspective, it is equally important that one understands that change is a dynamic of higher education, that it will occur with or without you, and that it may be better to be a part of the solution than to be part of the problem. This is typically the case when campuses undergo changes in executive leadership or what is referred to as "the new sheriff in town syndrome". Being involved in the process of change can be a sobering experience if not prepared to accept a new challenge.

Every organization is guided by rules and regulations. As an aspiring lifelong learning professional, it is important to learn the rules of the game as quickly as possible. Being thrust into a new environment will bring with it some level of discomfort and disorientation. This is especially the case with universities where a previously learned set of behaviors, customs, and rules of engagement gives way to a new orientation into an unchartered area. It is also important, however, that your experience and expertise previously developed is not abandoned. Guided by a new assignment with a specific task, it is vital that one retains a level of optimism while changing course in mid-stream. Directing the efforts of change in most cases will be a campus strategic plan designed to change the institutional culture relative to strategic thinking. An initial task, therefore, will be to acquaint yourself with the institution's strategic plan and to investigate exactly what is being achieved in the new area assigned to you. In the case of Grambling State University (GSU)–a Historically Black College/University (HBCU), residential, and developing (U.S. DOE Title III award recipient) institution–the area of new assignment was outreach and service. It was equally important to know and understand exactly what was defined as outreach and service by GSU's management and governing boards. Armed with this information, it provided a sense of education, insight, and served as a road map in beginning to understand the true service role of GSU as purported in its mission statement and higher education in general. To aid in this re-orientation process, an exploratory study was conducted simply to examine the structure of campus outreach divisions and to examine how GSU was structured for outreach inclusive of activities typically engaged in by units charged with directing campus outreach services. The completion of this in-house study provided a wealth of information in a relatively short period of time. Upon sharing this information with campus officials, it became a working document complete with quantifiable data that served as a planning document in shaping what would eventually lead to the development of a defendable strategic plan. Additionally, a brief questionnaire designed for audiences within GSU's immediate six-parish (county) service area was prepared, distributed, collected, and summarized.

This was but one proactive strategy in devising a strategic plan that could be defended, discussed by campus administrators, and included in the institution's overall strategic plan. Another strategy involved learning to know what is taking place in the field of campus outreach. This strategy specifically involved attending professional meetings both in- and out-of-state. In 1993, the Association for Continuing Higher Education (ACHE) held its annual meeting in Jackson, MS which was an eye-opener for me personally as a new professional in the field. Needless to say, the networking, information sharing, and participation in some of the sessions provided a sense of belonging to the profession. The annual meeting, combined with our state association Louisiana Association for Continuing Higher Education (LACHE) fall and spring meetings, provided an immediate network of professionals and

support services that connectivity is extremely important in surviving "change". From these initial professional meetings, information regarding other continuing education and related professional organizations surfaced providing additional contacts and resources.

Another strategy involved cultivating campus allies and building coalitions; meeting with deans and department heads who were engaged in outreach activities be it intermittently or on an on-going basis. While many were engaged in outreach, the efforts appeared to be fragmented, isolated, or occurring on an irregular basis. By presenting a unified approach to campus outreach, the administration "bought-in" to the proposed strategic plan for the creation of a Division of Continuing Education & Special Programs at GSU. Furthermore, "timing" was critical in that studies were being produced nationwide regarding outreach, service, and lifelong learning which filtered down from campus management boards that resulted into statewide mandates to include specific goals and objectives into campus strategic plans. By taking these initial proactive steps, a certain amount of information that was previously unavailable was now readily available in succinct form that could be used by campus administrators in responding to statewide and regional requests for specific types of information.

With the creation of the new division came opportunities for GSU to engage in large-scale educational ventures. There was a need for the Louisiana Army National Guard to provide distance learning opportunities for the personnel and a request for colleges and universities throughout the state to consider participating in the project. There were no takers to the initial request of the Guard. GSU, as the new kid on the block, with a competent and enthusiastic distance learning staff convinced the administration that this venture was one worth exploring. This led to GSU becoming the first university in Louisiana to be approved by the Board of Regents to deliver an undergraduate degree totally via compressed video. Other universities throughout Louisiana have since been approved to do so, but this was a risk taken that has aided our efforts to be a part of the "change" that has taken place.

What has been some of the lessons learned as a result of being displaced out of your comfort zone into the area of campus outreach? Not everyone on your campus fully understands the meaning of outreach, service, continuing education, or lifelong learning. You may even find out that you will quickly become the resident expert on your campus and spend much of your time "educating" others regarding the nature of outreach. It is important that the Chief Executive Officer (CEO) takes the lead in promoting campus-wide outreach efforts. There must be a level of commitment by your institution and it must start with the CEO. Not only must the CEO be committed, but you as the Chief Unit Officer (CUO) must also demonstrate your level of commitment. As an outreach professional, it is important that you can articulate and demonstrate your capability in leading your institution's outreach effort. Stay abreast as to contemporary trends in the profession and attend meetings. This is an invaluable part of the process. Data (information) is powerful; without it, you are merely speculating as to what can or should be. Build allies and coalitions on- and off-campus; support their efforts. And, do not be afraid to take calculated risks. An unsuccessful experience will be just as helpful to you as will a successful experience. Remember, change can be good given the task of spearheading a campus outreach unit.

Unleashing the Power of Partnerships for Stronger Programs and Communities

Presenter: Lolita G. Harbit, California State University, Fresno

Working Definition of Partnership

Partnership may be defined in many ways. For this presentation, we will look at partnership as a multidimensional, multistage process that involves the formation of strategic relationships between individuals or organizations in order to produce a specific program, service or product.

While retaining substantial independence, the partners involved create an approach to organizing work that involves blending of different missions, cultures, work styles, deadlines and time pressures, financial concerns, and expertise (J. Sebastian, et.al., 2000). The system that is formed has a relatively equitable distribution of power and authority among partners and is normally non-hierarchical in structure, collaborative, program- or service-focused, adaptive, process-driven, and team-based (Bergquist, et. al., 1995).

Forces Driving Continuing Education (CE) to Form Partnerships

There are a few forces that are driving CE to create partnerships: rapid and constant changes in our environment, advanced technology and the resulting knowledge explosion, growing pressure to do more with less, the need to respond to our customers' demands for quality programs/services at a fast pace, increasing competition, opportunities to expand our markets, "blurring" of our boundaries and globalization, nature and scope of CE programs, and collaborative requirements of some program funding agencies.

Reasons for Forming Partnerships in CE

Varying in types, forms, lengths, and sizes, partnerships are created for one or a combination of these reasons:

- To leverage resources (human, expertise, financial, physical) for quality programs and/or services.
- To share ideals, goals, and responsibilities.

- To share/reduce costs or financial risks, thus yielding efficiency.
- To be more competitive.
- To increase program revenue.
- To find new markets and/or broaden program reach.
- To gain new expertise.
- To find opportunities for program flexibility and innovativeness.
- To develop relationships for personal and professional fulfillment.

Principles of Partnership

The following principles, used successfully in health program partnerships (Cauley, et. al., 2000), have direct applications to CE:

- Partners have shared mission, values, goals, and measurable outcomes for the partnership.
- The relationship between partners is characterized by mutual trust, respect, genuineness, and commitment.
- The partnership builds upon assets and strengths and addresses areas that need improvement.
- The partnership balances the power among partners and enables resources, risks, and benefits to be shared.
- Clear, open, on-going communication is utilized in all phases of the partnership.
- Roles, responsibilities, norms, and processes for the partnership are identified and established with the input and agreement of all partners.
- A continuous feedback and assessment process is in place to ensure quality in the partnership and its outcomes.
- Partners share the credit for the partnerships' accomplishments.
- Partnerships take time and evolve over time.
- While interested in the mutual benefits for their organizations, the partners have the welfare of the customers in mind.
- The relationship promotes a positive atmosphere for learning, creativity, and growth.

Key Elements of Partnership

The August - September, 2001 partnership survey conducted electronically by the presenter, where CE program development professionals were asked to identify their partnership success and limiting factors, was an excellent way to determine key elements of partnership. The respondents indicated the following as success factors: clear and mutually satisfying vision and goals; commitment and sustained focus; realistic expectations; systemic approach; mutual respect; operative values (reciprocity, acceptance, compassion, honesty, trust, courage, equity, inclusion), patience and persistence while the collaboration develops and evolves; anticipating concerns, questions, issues, and changes; clear, open, and on-going communication; well-defined roles and responsibilities; sharing of resources, risks, and benefits; commitment to best interests of those served; understanding of program constraints and impact; low staff turnover; ability to think outside the box; and increased funding to enhance current outreach projects and support for new start-up initiatives.

The limiting factors were: lack of funding, lack of commitment between partners, limited time, inadequate skills on some areas, no stakeholders' buy-in, inadequate staff support, lack of understanding of each partner's organizational culture, staff turnover, university bureaucracy/policies, politics, lack of trust, inadequate facilities, communication problems, and legal issues.

Stages of Partnership

1) Discovery, exploration, start-up stage, 2) development and implementation stage, 3) partnership maintenance, and 4) transforming the partnership.

The session ended with the sharing of a program that successfully used a partnership model, highlighting the value of partnership in building stronger programs and communities.

References:

Bergquist, William, Juli Betwee & David Meuel. *Building Strategic Relationships*. San Francisco: Jossey-Bass Publishers, 1995.

Cauley, Kate, et. al. Principles 1-9, in *Partnership Perspectives*. Vol. 1, Issue II, San Francisco: Community-Campus Partnerships for Health, Summer 2000.

"Characteristics of Successful Partnerships" (A handout)

Doz, Yves L. and Gary Hamel. *Alliance Advantage: The Art of Creating Value Through Partnering*. Boston, Massachusetts: Harvard Business School Press, 1998.

Harris, Janet. *Successful Co-sponsorships in Continuing Education*. Research Report No. 81. Manhattan, Kansas: Learning Resources Network, 1989.

Sebastian, Juliann, Judy Skelton & Karen West. Principle 7, in *Partnership Perspectives*. Vol. 1, Issue II, San Francisco: Community-Campus Partnerships for Health, Summer 2000.

What Our Students Tell Us: Constructing and Analyzing a Comprehensive Student Survey

Presenters: Christopher Dougherty and Judith McKee, Philadelphia University

While we often learn a great deal about our students' experiences when interacting with them individually in our various professional capacities, we are too often reduced to anecdote in our discussion of students' preferences, experiences, and responses to what they perceive as the strengths and weaknesses of their academic programs. The Office of Graduate and Continuing Studies at Philadelphia University conducted a broad survey of its students in the academic year 1999-2000, and the subsequent analysis of the survey results revealed some interesting characteristics of the student population related to their demographics, experiences, and impressions of their academic programs. The presentation is conducted in three parts, mimicking the process that the office undertook to gather, record, and analyze student survey data. The presentation does summarize the results of the survey, but focuses primarily on the important components of survey development, implementation, and analysis in order to provide an informative and interactive opportunity for audience members to consider their own attempts to conduct similar surveys of their student population.

Unlike previous student surveys conducted by the Office of Graduate and Continuing Studies, the office developed an inventory of over 100 items in a simple, easy to complete survey format that was systematically distributed and recorded throughout the academic year. The result was database of responses from students regarding subjects as diverse as satisfaction with a range of services, use of resources across the university, and demographic information used to enhance future marketing activities.

The survey was distributed to all students enrolled in evening undergraduate classes in fall 1999 (n=674). Labels were printed for each of those students, listing the course which appeared first on their fall schedule. The surveys were distributed in class via the instructors, who were asked to return all undistributed envelopes to the office. Students completing the survey removed them from the envelopes and returned the survey, thus guaranteeing the anonymity of each respondent. Undistributed surveys were delivered again in the spring semester, giving respondents a second opportunity to receive and complete the survey. In future surveys, students may also receive a third contact via either telephone or mail. Overall, 366 usable surveys were received, for a response rate of 54.3%. In addition, by distributing only one survey per student (as opposed to distributing surveys to all students in all classes), the results are assumed to be unbiased by individual respondents mistakenly completing multiple surveys. The population surveyed was not limited entirely to Continuing Studies students, as some graduate students completing undergraduate foundation courses were also included in the sample.

In many cases, since some individual responses were left blank or unclear, the total number of responses for individual items reported here may not always total 366. All surveys were tallied using a form designed in Microsoft Access. Once recorded, the data tables were converted and analyzed using SPSS statistical software. The responses revealed an overall satisfaction with academic programs and services, and interesting dynamics as well with regard to income and geographic distribution of the student population.

Building a Continuing Education Web Community

Presenter: Dennis "Skip" Parks, California Polytechnic State University

Building a sense of community among students at a distance will be essential for continuing education operations offering distance-learning programs. This session addressed the critical issues necessary to make your Web site as consumer friendly and market oriented as possible. The session was interactive and designed for the non-technical person. Topics included web design and architecture, identifying audiences, building among students and faculty a sense of community and ownership of the learning process, avoiding common mistakes, and using a Web site to its fullest potential to market continuing education programs. Participants were given a checklist of "do's" and "don'ts" for Web sites and reviewed effective marketing sites.

How "GAS" Can Improve your Customer Service!

Presenter: Michele D. Shinn, Trident Technical College

Background

Trident Technical College continuously strives for excellence in all areas of the College. As a means of measuring excellence, the Institutional Effectiveness Committee was formed in 1988. The Committee's purpose was to provide support for the

Institutional Effectiveness Assessment program by reviewing and monitoring major assessment activities of the College and assisting managers in identifying standards by which specific programs and activities are assessed.

The College adopted the Goal Attainment Scaling (GAS), a measurement tool for developing multivariable, scaled descriptors that can be used for establishing objectives, developing standards and judging the results of outcomes assessment.

Presentation

This presentation focuses on how the Division of Continuing Education and Economic Development staff began a formal assessment process in 1999 to evaluate the strengths and weaknesses of the four departments' public and contractual programs and support services. Using the Goal Attainment Scale, they identified and defined effectiveness indicators, collected and analyzed the data, and developed an action plan for improving its customer services processes.

The Division's Mission is to promote economic development through customized company-sponsored training, public occupational upgrading and professional development programs. Taking many forms, from one-day programs to multi-year apprenticeship training, individuals can keep up-to-date in their fields, embark on new career tracks or learn for the joy of personal enrichment. Custom designed training programs and consulting services onsite or at TTC enable business, industry and governmental organizations to remain on the cutting edge.

The GAS Process consists of Designing the Goal Attainment Scale, Collecting the Data, Interpreting the Goal Attainment Scale Results, and Developing an Action Plan for Improvement.

1. Designing the Goal Attainment Scale

First, we selected, defined and assessed the following indicators: student and client satisfaction with course content, training objectives, instruction, facilities, registration process, interaction with staff, course materials, and lab equipment. The Division's GAScale also included indicators for *CEUs vs Performance Funding Indicators and Revenue vs Expenses.*

Secondly, we labeled each Effectiveness Indicator. Then we assigned a weight of 1-i to each Effectivepess Indicator. Lastly, we assigned standards for each level of performance for each Effectiveness Indicator. Each GAScale should present a continuum with at least three and no more than five levels of performance for each effectiveness indicator. A range of expectations should be provided for each level. Quantitative levels of performance are usually expressed in ranges; qualitative descriptors also can be used. The Expected column should represent your benchmark or goal, and the Five Levels of Performance are:

- Much less than expected
- Less than expected
- Expected
- More than expected
- Much more than expected

2. Collecting the Data

We assessed the Effectiveness Indicators identified in Step 1. The primary method of data collection was through student evaluations and client surveys. At the conclusion of each course, each student and client completed an evaluation form and a client survey. The staff collected the data quarterly.

3. Interpreting Goal Attainment Scale Results

After the data was collected and analyzed, the actual performance outcomes were recorded on the Completed GAScale. Each level of attainment on each scale is assigned a score (2 to -2) and used to calculate the overall GAScore which included the Performance Effectiveness Indicator.

Survey Results

Strengths

Survey results showed that in nine of ten customer satisfaction indicators, the Division exceeded expectations for over 97% of the survey respondents. On the TTC Instructional Facilities Indicator, the *Exceeds Expectations* rate was 97%. Staff were not able to determine levels of performance for the *CEUs vs Performance Funding Indicator* and *Revenue vs Expenses Indicators* because the fiscal and programmatic audit terms had not ended.

Weaknesses

Although the survey results did not uncover any weaknesses related to delivery of public courses, the Division staff did not collect sufficient survey data from contracted training clients to constitute a statistically significant sample. Additionally, many contractual training programs began and will end beyond the data collection time interval. Therefore, the Division did not have a GAScale-based empirical measure of contract client satisfaction. Staff found that the indicator for *Student Satisfaction with Interaction with Staff* was impossible to interpret.

Improvement Strategy

The Division will review the schedule for gathering data from contract clients to insure that a statistically significantly sample is collected. Staff also will seek to improve the indicator for *Student Satisfaction with Interaction with Staff.*

Trident Technical College

Institutional Effectiveness

Division of Continuing Education & Economic Development

1999-2000

Weight	Item	Effectiveness Indicator	Performance Levels % ML	LT	Exp	ME	MME
10	A	Revenue > Expenses				Yes	
10	B	CEUs > PF forecast				Yes	
10	C	Student Satisfaction with Course Content	<82	83-87	88-92	93-97	>97
		N=546					**99%**
10	D	Contract Client Satisfaction with Course Content	<82	83-87	88-92	93-97	>97
		N= 8					**100%**
10	E	Contract Client Satisfaction with Course Training Objectives	<82	83-87	88-92	93-97	>97
		N=8					**100%**
10	F	Contract Client Satisfaction with Course Delivery	<82	83-87	88-92	93-97	>97
		N=8					**100%**
10	G	Student Satisfaction with Instructors	<82	83-87	88-92	93-97	>97
		N=568					**99%**
08	H	Student Satisfaction with TTC Instructional Facilities	<82	83-87	88-92	93-97	>97
		N =504					**97%**
10	I	Student Satisfaction with Registration Process	<82	83-87	88-92	93-97	>97
		N=516					**98%**
10	J	Student Satisfaction with Interaction with Staff	<82	83-87	88-92	93-97	>97
		N=517					**99%**
08	K	Student Satisfaction with Timely Access to Instructional Materials	<82	83-87	88-92	93-97	>97
		N=534					**99%**
08	L	Student Satisfaction with Lab Equipment (Computers, AMC, Health and EMT)	<82	83-87	88-92	93-97	>97
		N=524					**99%**

Understanding Continuing Education through Its Connections and Relationships with the University and the Environment

Presenter: Meagan Van Gelder, Eastern Michigan University

New as a continuing education leader? This session provided you with practical leadership information and organizational theory you could use to develop programs and administer effectively. At the conclusion, you understood the conceptual relationship between continuing education, the university and the environment; learned the importance of identifying partners within the university; knew how to balance between the university and the environment.

Mainstreaming Continuing Education Programs: Integrating Policies and Procedures

Presenter: Robert L. DiBella, Indiana State University

For several years the Division of Lifelong Learning at Indiana State University has been working to mainstream the policies and procedures related to the programs it sponsors with the regular admission and registration activities of the University. Prior to this point, the Division essentially had parallel procedures for students enrolling in programs or courses in Lifelong Learning.

The need for this change in process came about as we realized we were not providing the level of quality services we felt were necessary. We found that each of the departments within the Division were using their own forms and procedures for essentially similar functions, and this was not only confusing to students, but detracted from providing effective enrollment services. Therefore, this session addressed:

Our Concept

- As students enroll in CE credit programs the process needs to be as effective as possible
- Setting up a parallel admissions and registration process has not been student friendly
- An answer: mainstream CE services with rest of University
- Admissions, financial aid, and registration process handled same as for regular students
- Grade sheets, transcripts, etc. follow usual procedures

Implementation

- Mainstreamed into University infrastructure with University-wide involvement
- New processes and systems designed as necessary
- Integration creates stronger programs with CE facilitating and organizing the processes

How it Works: An Example

Workforce Development Programs are contracted courses with business and industry. The academic departments submit course request forms to CE, and then CE works with registrar to obtain course codes and sections. All necessary forms and instructions provided to students through CE and our Support Services Office processes forms first to admissions.

Office of Admissions

- Students admitted as degree seeking or non-degree and identified as workforce development
- Transcripts sent to academic department for evaluation and data entry is completed

Office of Registration and Records

- CE students register in same way as regular students, with tuition calculated on varying rates
- Grade sheets produced, sent to instructors; grades submitted and placed on official transcript

Office of the Controller

- Collection of fees through corporation or business rather than directly from students
- Tuition deposited into University General Fund as it is received and then at the conclusion of the semester, 75% of tuition is transferred into CE account to support program expenses

Support Services

- Maintain inquiry database for tracking and resolve student issues as they arise
- Maintain toll-free phone and web site, provide centralized information distribution, and facilitate services and communication

Instructor Contracts

- Instructors teach courses on load or off-load with additional compensation negotiated individually based on coordinating activities undertaken

Expanding the Model

- Other CE Programs to include in the model: Travel Study, Extension Courses, Educational Testing Services, Correctional Training Institute, and the Incarcerated Prison Program

Internal University Issues

- Get support of Office of Planning and Budgets and Office of Controller on tuition sharing
- Work with College/Schools to facilitate necessary curricular rollouts and course packaging
- Involve Admissions on initial coding of applications – in-state versus out-of-state
- Work with Registration and Records to facilitate enrollment options
- Encourage Financial Aid to process applications in timely and effective manner

Division of Lifelong Learning Issues

- Coordinate services, simplify processes, enhance communications between departments

External Issues

- Seek appropriate State approvals if necessary
- Audience identification and conduct marketing research
- Competition from other providers and possible partnerships

Looking Toward the Future

- Fine tune support both internally and externally
- On-going policy and procedure revisions

By developing internal procedures that integrate into regular University requirements, a solid partnership is being forged between those administrative units and Lifelong Learning.

Hopefully, this session has helped participants learn how ISU is addressing the issues discussed and provide some direction on how this approach might be utilized on their own campuses. By providing a model for the administration of student services, the intention was for the participants to be able to take what they heard and apply the useful components to improve their organizational effectiveness as well.

Executing a Plan for Enrollment Management

Presenters: Sallie C. Dunphy and Phillip Whatley, University of Alabama at Birmingham

What is the surest way to maximize organizational productivity and realize profit potential? How do you execute a plan for enrollment management that is sound yet innovative? What are the criteria for measuring success? There are no easy answers. Change and survival in today's continuing education realm begins with solid research in the delivery of programs that are cost effective, customer oriented and that support the learning needs of the community. Examining the "Three R's" that are research, revenue and retention help to ensure successful programs. Continuing educators can apply these 4 points of control: Historical Analysis, Marketing Strategies, Cancellation Ratios and Management Operation Review when executing enrollment management strategic plans.

The Historical Analysis or "The Black Box" occurs in the planning phase of programs. It is based on the direct costing method and courses are divided by old and new. The historical enrollments and revenue data help educators to examine seasonality, trends, and life cycle of programs.

The Marketing Strategies begin with a production schedule where program management is broken into a timeline of various stages of planning, implementation and evaluation. A meeting to discuss promotional ideas, the budget and catalog distribution follows. Different methods of marketing that are successful in reaching the community are reviewed and compared. These methods include special events, printed materials, multi media, focus groups, and program discount offers.

Cancellation ratios can affect enrollment, community retention and bottom line revenue. Maintaining optimum percent cancellation rates for both old and new programs using a financial analysis method to make decisions for borderline programs is a key to managing programs successfully. A strategy to retain students whose program cancelled is important in enrollment management.

The Management Operation Review provides an overview of budgetary data compared to actual financial and enrollment figures. This point is helpful in examining and comparing data to answer questions about revenue, operating margins, enrollment averages and effective program management.

Achieving goals that link your school to the community, as well as support the lives of busy students, requires solid leadership practices. Because change is occurring so quickly, enrollment management and understanding the citizenry of your community is a crucial skill for growth.

Conquering the Digital Divide: A 21st Century Mandate for HBCUs

Presenters: Obadiah J.K. Simmons, Jr., Grambling State University; Irvine E. Epps, Texas Southern University; Johnnie F. Mills-Jones, Jackson State University; and Marvin L. Morgan, Interdenominational Theological Center

The proliferation of information technology that ushered in the 21st Century at such an accelerated pace created what is commonly referred to as the digital divide. This displacement has been particularly acute for African-Americans in general and severely felt within specific segments of the African-American community as cited in the recent U.S. Department of Commerce report entitled "Toward Digital Inclusion". Although more Americans are going online to engage in a number of daily activities, there is a discernable gap between the percentage of users nationally and that of African-American users. As such, many in the African-American community are among the digital "have nots" particularly in rural households. What is exactly the digital divide? In short, it can be summed up as those without access to the Internet with access being defined as the absence of resources to engage in online activity.

This digital divide has also been a challenge for a number of Historically Black Colleges and Universities (HBCUs). Only recently have many of the HBCUs have been able to install a campus technological infrastructure to accommodate the online needs of their respective campuses. This has been achieved by and large through a number of public and private funding sources inclusive of special initiatives. In light of court-ordered higher education Settlements and Consent Decrees, executive management teams at HBCUs are obligated to ensure that a portion of these on-going negotiations includes the investment of human resource capital along with the funds required for physical structures required to handle the on-line capacity required in addressing the digital divide.

Campus outreach has historically been a hallmark for HBCUs. For many HBCUs, it was commonplace for institutional Presidents to canvas local communities to extend campus resources to those who could not otherwise afford to attend classes on the main campus. Local African-American church buildings where congregations convened for service served as classroom sites and helped solidify the tie between HBCUs and the community. While some in higher education circles during the current era of accountability and performance will question institutional commitment to the service mission, it is clear that the absence of a number of African-Americans on the Internet suggests that HBCUs are faced with this mandate of addressing the digital divide.

The transformation of higher education in the 21st Century is structured in such a way that HBCUs–as with all institutions of higher learning–are reexamining their missions to fulfill components of criteria established by governing boards. While out-of-court Settlements and state-initiated Consent Decrees designed to eliminate dual systems of higher education have provided millions of dollars for HBCU campuses, much of the focus–and rightfully so–has been directed toward academic programs and campus facilities. It is suggested, however, that the ability to interface with blighted communities and business/industry is equally important and requires institutional leadership to provide a mechanism for this interaction to occur. In some cases, this reexamination involves the locale of an institution suggesting perhaps that there is a difference in role and focus. For public HBCUs, this redefinition of role, scope, and mission has led to institutions being designated as either an urban, regional, or in some cases reclaiming its status as a true land-grant university relative to court-ordered Settlements. The African-American communities and various groups within these communities, to some degree, are composed of constituents with similar needs. The question then becomes, is there a difference between rural and urban populations for HBCUs to serve? Better yet, are the needs of African-American populations in the rural community any different than those residing in urban areas in terms of addressing the digital divide? Assuming that education, knowledge-base, resources, and technology are barriers to the Internet, then perhaps there is no difference regarding needs of African-Americans residing in both rural and urban areas.

Continuing education, lifelong learning, and outreach departments and professionals employed at HBCUs must serve as facilitators in conquering and/or eliminating this digital divide within the communities and the constituents they serve. This can be achieved through a combination of non-credit programming, unique educational partnerships, consortial relationships, workforce development and related initiatives funded by public/private sources designed to eliminate these technological barriers that exist. Additionally, it is incumbent upon outreach professionals to alert campus leadership of the opportunities that exist for HBCUs to address a well-documented problem that exists within segments of the African-American communities. It is through lifelong learning efforts directed towards individuals, families, communities and other entities in geographic proximity to HBCUs via continuing education that the gap can be reduced if not eliminated.

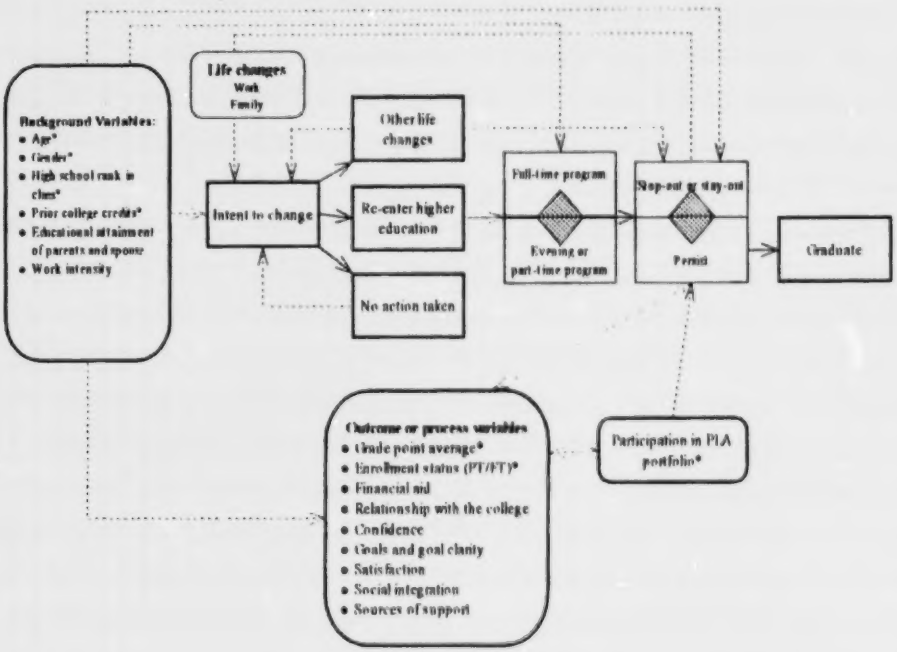
Building Commitment to Adult Students: Developing Support

Presenter: Walter Pearson, Simpson College

How do we help adult students persist in degree programs at 2-year and baccalaureate colleges and universities? It is very clear that completion of the college degree matters for adult students. Adult students gain greater self-esteem, tolerance of opposing views, greater capacity for critical thinking, an orientation toward learning as a practical tool, and a wide range of new interests (Cupp, 1993). They also gain growth in knowledge and skill, a greater sense of social and academic competence, a greater level of concern for social and environmental justice (Astin, 1993). Further, the economic pay-off for degree completion is dramatic. Nontraditional students who come to college with some college in their background will find the life time earnings differential to complete their degree is $700,200 for men and $468,120 for women (Pearson, 2000).

However, **most** adult students do not persist. The problem is most acute in community colleges, where the adult students comprise a majority of the student body. The bad story of adult student persistence gets worse when you look at the student population defined as "highly nontraditional"[1]. Highly nontraditional students–those who work full-time, attend college part-time, have children, and entered college as adults –are most likely to fail to persist. Only 11% of the highly nontraditional students who had enrolled in 1989 seeking a bachelor's degree had achieved that goal by 1994. 25% had shifted the goal downward and 42% had simply dropped out. The remaining 22% were still enrolled (Horn and Carroll, 1997).

There are many influences on the persistence of adult students. The model below was proposed (Pearson, 2000) on the basis of the literature of adult student persistence.

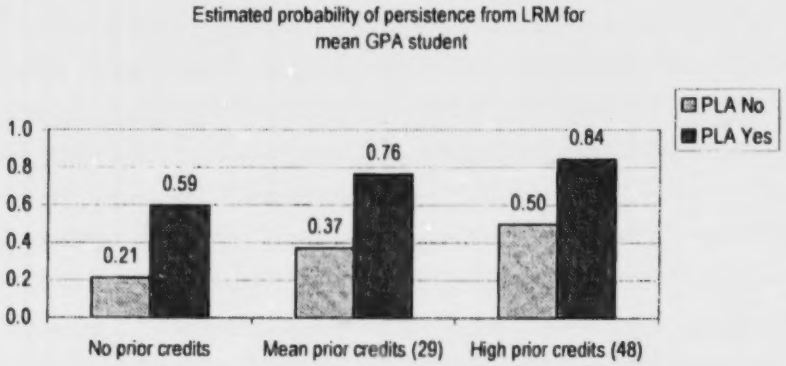


Pearson's model of influences on adult student persistence in higher education

[1]A nontraditional student was identified by the presence of one or more of the following seven characteristics: delayed enrollment into postsecondary education, attended part time, financially independent, worked full time while enrolled, had dependents other than a spouse, was a single parent, or did not obtain a standard high school diploma. A nontraditional student was further characterized as minimally nontraditional (one characteristic), moderately nontraditional (2 or 3 characteristics), or highly nontraditional (4 or more characteristics). (Horn & Carroll, 1997, p. i)

Background Variables that Predict Persistence

In the model presented above age, gender, high school performance, prior college credits, educational attainment of parents and/or spouse, and work intensity are listed as influencing adult student persistence. There is some doubt about the value of age or gender as a predictor of persistence (Bean and Metzner, 1987; Pearson, 2000). High school performance modestly predicts college GPA and college GPA modestly predicts persistence. The educational attainment of those who are closest to the adult student has an impact on how much support the student receives and, thus, on their persistence. Most adult learning programs are dealing with adult students who work full-time and study part-time. The number of prior college credits is a strong predictor of persistence. Students with no prior credits are very unlikely to persist unless the student completes the prior learning assessment (portfolio form). Students who complete the portfolio will generally double their chance of persisting (Pearson, 2000). This is illustrated in the following figure:



Logistic regression estimates of probability of persistence

Adult students who come to college with no prior credits, are average students (in GPA), and do not complete a portfolio form of prior learning assessment have a probability of persisting of .21. In other words, we can generally count on 4 out of 5 dropping out. If they have 29 prior credits (roughly two full semesters worth), their probability of persistence is .37. Again, this means that 6 out of 10 students will drop out. If they have more credits, they become increasingly likely to persist. If they have 48 or more credits they have better than even (.50) chances of persisting. In each of the fact situations, completion of the PLA portfolio has a profound effect on the probability of adult student persistence (tripling the chances of persistence for those most at risk).

Process Variables that Influence Persistence

Life changes have a huge impact on adult student persistence. Changes in one's job, a divorce, or the birth of a child are only a few of the examples of life changes that can influence persistence. It is obvious that low GPA will be associated with less persistence. The clarity of the student's goals, her relationship with the college, level of confidence and satisfaction all have an impact on student persistence. Grant forms of financial aid appear to be important for adult student persistence. If the adult student connects with classmates and has multiple sources of support, he is more likely to persist. As indicated earlier, completion of the PLA process appears to have a strongly positive role in student persistence.

What is to be Done?

One way to use this data is to become more exclusive. This is exactly what many providers of bachelors-degree-completion programs (i.e. University of Phoenix) have done. Given the strength of prior credits as a predictor of persistence, those who seek good statistics for bachelors completion can assure pretty good statistics by requiring every student to have completed the equivalent of an associates degree. I personally reject this approach. Students who start with an objective of bachelors completion are significantly less likely to achieve that objective if they start at a 2-year institution. Another way to become more exclusive would be to reject first generation students or to reject those whose high school performance was below par. I have been attracted to adult education because of our role in providing another chance and because of our role in promoting greater equity. The President of Simpson College, Kevin Lagree has a phrase that appears often in his speeches. I agree with him that "we should be known by whom we turn out rather than by who we turn down". Background factors are very helpful in guiding adult student choices and usually not helpful in deciding who to admit. We can use admissions data to concentrate support for students on those who have poor academic records and those who have few prior credits (proper course choice, enrollment in preparatory or refresher courses, student support groups, and individual tutoring).

Other actions that can have a positive impact on adult student persistence include: implementing or expanding participation in the portfolio form of prior learning assessment, providing as much grant aid as feasible, working to knit the students together (i.e.

cohorts and other strategies) and enhance academic and social integration, help adult students to become clear about their goals, build support within the family for the student, and provide a very high quality educational environment.

References:

Astin, A. (1993). What matters in college? Four critical years revisited. San Francisco: Jossey-Bass.

Bean, J., & Metzner, B. (1987). The estimation of a conceptual model of nontraditional undergraduate student attrition. *Research in Higher Education*, 27, 15-38.

Cupp, L. (1993). The impact of education on adult students. Paper presented at the Midwest Research to Practice Conference, Columbus, Ohio. (ERIC DocumentReproduction Service No. ED 362 663)

Horn, L., & Carroll, D. (1997). Nontraditional undergraduates: Trends in enrollment from 1986 to 1992 and persistence and attainment among 1989-90 beginning postsecondary students. (NCES 97-578). Washington, DC: U. S. Department of Education. Office of Educational Research and Improvement. National Center for Education Statistics.

Pearson, W. (2000). Enhancing adult student persistence: The relationship between prior learning assessment and persistence toward the baccalaureate degree. Unpublished doctoral dissertation. Iowa State University, Ames, IA.

U.S. Census Bureau. (1999). Historical income tables - people. [On-line]. http://www.census.gov/hhes/income/histinc/p13.html

Learning to Lead: A Personal and Organizational Imperative

Presenter: Lillas M. Brown, University of Saskatchewan

The 'new economy" requires people who thrive on the challenge of change, who can foster environments of innovation, who encourage trust, collaboration, commitment, and who are prepared to chart a course into new territories. Within this context, the Conference Boards of both the United States and Canada have affirmed that leadership is the number one competency that organizations seek to develop in their people (Hackett, 1997, and McIntyre, 1997). Both groups add there is interest in developing leadership capacity deep within their organization, not just for a select few at the top. In a high performing organization, everyone thinks, feels and acts like a leader. "To meet current challenges in continuing higher education, or in any organization for that matter, leadership is a personal and organizational imperative" (Brown, 2001).

The case has also been made about the importance of learning as foundational element in effective leadership. Peter Vaill (1999), for example, explains how the exceedingly turbulent and unpredictable environments within which managerial leaders are working underscore the importance of learning. There is basically no limit, he says, to the kinds of learning a contemporary leader may have to engage: "All managerial leaders are feeling a dramatic quickening in the pace of change, and increasing complexity to their choices and a greater and greater cost of being wrong. There is a continual stream of things managers have to learn in order to thrive in this environment"(119). It may make more sense to say that in the present world, managerial leadership is not learned but rather it is learning. When we observe a leader at work, what we may actually be observing is a learning process...and an exceedingly complex one at that.

This workshop addresses both the learning and the leadership imperatives for individuals and organizations be they in continuing higher education or in other organizations. This call for transformational leaders results in tremendous interest in leadership development. Leadership development is a learning process. There are two rich lines of research and literature - transformational leadership and transformational learning. This session brings together these two rich bodies of research, literature, and practices together.

What is transformational leadership? Ramsden describes transformational leadership as "a form of leadership which is held to be appropriate to the dynamic environment of the 'learning organization' in an external context of rapid change. It is a value-driven form of leadership, which engages followers through inspiration, exemplary practices, collaboration, and spontaneity and trust " (68).

Transformational learning theory has received more attention than any other adult learning theory in the past twenty years (Mezirow, 2000). What is transformational learning? Mezirow (1994:222) defines transformational learning as "the process of construing and appropriating a new or revised interpretation or meaning of one's experience as a guide to action." Essentially this approach is about change - dramatic and fundamental change in the way we see ourselves and the world in which we live. Kegan (2000) describes transformational learning as an expansion of consciousness and observes that is the kind of learning is more than merely adding to what we know. "Transformational learning shapes people," asserts Clark (1993:47) and "they are different afterwards, in ways, both they and others can recognize".

This workshop explored the key components of both theories, and the conditions that foster transformational learning and transformational leadership. Findings in a recent study by Barry Posner and Lillas Brown exploring the relationship between learning tactics and leadership effectiveness using the Center for Creative Leadership's Learning Tactics Inventory (Dalton, 1999) and the Kouzes and Posner Leadership Practices Inventory (1997) was presented. The results indicate the more active and versatile

learners subsequently consider themselves more frequently involved and engaged in leader behaviors. This research along with the author's recent one-year's sabbatical at the Leavey School of Business, Santa Clara University, and devoted to leadership development, has shaped the new direction of Business and Leadership Programs at the University of Saskatchewan.

References:

Brown, L.M. (2001). *Leading Leadership Development in Universities: A Personal Story*. Journal of Management Inquiry. Thousand Oaks: Sage Publications.

Brown, L.M. and Posner, B.Z. (2001). *Exploring the Relationship between Learning and Leading*. (In press). MCB University Press. U.K.

Clark, M.C. (1993), Transformational Learning in *An Update on Adult Learning Theory: New Directions for Adult and Continuing Education*. Merrian, S.B. (Ed). San Francisco: Jossey-Bass/Pfeiffer.

Cranton, P. (1996) *Professional Development as Transformative Learning: New Perspectives for Teaching Adults*. San Francisco: Jossey- Bass/Pfeiffer

Dalton, M., Swigert, S., VanVelsor, E., Bunker, K., and Wachholz, J. (1999). *The Learning Tactics Inventory: Facilitator's Guide*. San Francisco: Jossey-Bass/Pfeiffer.

Hackett, B. (1997). *The Value of Training in an Era of Intellectual Capital*. New York, NY: The Conference Board of the USA.

Kegan, R. (2000). What "form" transforms? A Constructive - Developmental Approach to Transformative Learning in *Learning as Transformation: Critical Perspectives on a Theory in Progress*. Mezirow, J. (Ed). San Francisco: Jossey-Bass/Pfeiffer.

Kouzes, J.M., and Posner, B.Z. (1995). *The Leadership Challenge: How to Get Extraordinary Things Done in Organizations*. San Francisco: Jossey-Bass/Pfeiffer.

Kouzes, J.M., and Posner, B.Z. (1997). The Leadership Practices *Inventory: Facilitator's* Guide. San Francisco: Jossey Bass/Pfeiffer.

McIntyre, D. (1997). *Learning at the Top: Evolution of Management and Executive Development in Canada*. Ottawa: Conference Board of Canada.

Mezirow, J. (2000). *Learning as Tansformation: Critical Perspectives on a Theory in Progress*. San Francisco: Jossey-Bass/Pfeiffer.

Ramsden, P. (1998). *Learning to Lead in Higher Education*. New York: Routledge.

Vaill, P. (1999). *Spirited Leading and Learning: Process Wisdom for a New Age*. San Francisco: Jossey-Bass/Pfeiffer.

Writing for Publication

Presenter: Barbara E. Hanniford, Kent State University

As editor of *The Journal of Continuing Higher Education*, I regularly look for quality contributions and encourage potential writers. Continuing higher education professionals are a busy group, yet if we don't take time to write about our research, experience, and insights, our field will not develop to its potential. In *The Work of Writing*, Elizabeth Rankin speaks of "contributing to the professional conversation." Our profession needs those contributions, and although writing isn't necessarily easy, joining in the conversation isn't as difficult as it might seem. And, not only will you be contributing to the growth of our field, you'll be stretching yourself professionally as well. The review process will provide very useful input that will help you develop as a writer, whether or not your piece is accepted for publication.

Getting Started

A starting point is obviously identifying a topic and a potential publication. As you consider a topic, begin with your own interests and what you know. This may be a research project you've undertaken, or it may be observations and analysis based on your experience with programs or students. A next step is to identify a publication that might be a good fit. Obviously, I have a direct interest in the *Journal*, but several other publications serve our field as well. If you're inclined to write a brief article that falls into the "show and tell" category, with little tie to any other literature, you'll want to look for publications that have a pragmatic bent. Articles in the *Journal* are longer and are normally either methodological or conceptual pieces, well grounded in other continuing higher education literature.

All journals contain manuscript guidelines that give potential authors some specific direction, such as the types of articles sought and maximum length. For instance, the *Journal* accepts opinion pieces, whereas not all journals do so. Manuscript guidelines also indicate the purpose of the publication and the audience it serves. The guidelines cover the manuscript review process and tell you what style manual to follow.

As you begin developing your article, keep two things in mind: purpose and audience. I've found that it's not unusual for manuscripts to lack a clear statement of purpose. Why are you writing this particular article? Will your purpose be clear to the reader early on? And, who is the reader? Remember the publication's audience as you place your article in context through a literature review, discuss the results of your work, and develop implications and suggestions.

Organizing your Article

Once you've identified a topic and are beginning to develop your article, an outline will prove very useful in organizing your writing. Although one format does not fit all articles, it will be helpful if you think about the following elements and adapt them to your specific circumstances. An **introduction** briefly describes the article and introduces the reader to the purpose and need for the article. The **statement of the problem** or issue being addressed elaborates upon the introduction. The **literature review** generally follows. Even in conceptual pieces or program descriptions, the connection to other written work is important. It places your work in context and allows you to build on previous literature. If that literature is skimpy, you have all the stronger a rationale for your own article. Next, the **methodology** section describes to the reader the details of your research, if you've done a research study. You'll need to provide enough details to allow the reader to understand your research process and assess its strengths and weaknesses. The **approach** you used may take the place of a methodology section if your work is conceptual rather than methodological. **Findings** or **results** follow, particularly if you've conducted a research study. Tables and other illustrations can help summarize your results very effectively if they're done well. If not, they may be more confusing than helpful. In a conceptual article, your findings communicate what you have learned. The **discussion** section allows you to elaborate upon your findings and relate them to the literature you've reviewed earlier. This section should be a major part of your article. **Conclusions** may be embedded within the discussion section or may be its own section. You've studied a problem or thought about an issue; now is the time to summarize your conclusions. **Implications** relate the article to your audience. How does your study inform professional practice? What do the concepts you've explored or the program model you've developed mean to readers? Finally, you'll likely have **suggestions for further study** to share with readers. What question arose from your research? What would be the next steps in extending a program model? You can share these suggestions and bring the article to a close in this section.

Writing Well

Your ideas and approach must be sound, but your writing mechanics are equally important to reviewers and editors. A well-written manuscript is a joy to read, and it's much more likely to garner success than a poorly written one. A few suggestions follow.

- Write as simply as possible. A densely written manuscript will lose readers. You can actually apply a "fog index" to your work to see if you're writing at an appropriate level for busy professionals.
- Be wary of jargon that is undefined or implicit assumptions you may make. Define terms or concepts and state your assumptions clearly.
- Pay attention to the conventions of the journal to which you may submit your article. See if you can get a feel for the writing styles used. Know that you'll have your own unique style as well, however.
- Write in the active voice whenever possible. This makes for clearer, livelier reading. Rather than saying, "The study was conducted to..." try, "I conducted the study to..."
- The *Journal* now uses the *Publication Manual of the American Psychological Association, Fourth Edition* as its style manual. APA style recommends writing in the first person, as above. However, some journals use the more formal third person approach.
- Beware of the dreaded misplaced modifiers and dangling participles! If you're not sure what they are, check a good book on writing to find out.
- Avoid clichés. Instead, search for a more original way to communicate your message.
- Follow the style guidelines of whatever manual the publication uses (such as APA style). Pay particular attention to reference citations; they must be exactly right. And speaking of references, make certain that your text references match your reference list.
- Find a colleague or friend who will read your work and make helpful suggestions aimed at improving it. Also, have a person proofread your manuscript before you submit it. It is just too easy to overlook typos and other stylistic mistakes.

The former editor of the *Journal*, Donna Queeney, wrote a message from the editor in the Spring 1996 issue (vol. 44, number 2, pp. 2-6) that expands upon the contents of this summary and helped form the basis for it. Another helpful resource is *The Work of Writing* by Elizabeth Rankin (Jossey-Bass, 2001). I encourage you to investigate these and other resources, and start writing!

Does Learning Mean Punching the Clock?

Presenters: William Husson, Regis University; John Kokolus, Elizabethtown College; and Honour H. Moore, Rosemont College

Many higher education professionals still equate a quality academic experience with time spent sitting in a seat in a traditional classroom setting. Institutions pride themselves on measuring learning by the number of classroom hours, some even measuring minutes, rather than focusing on learning outcomes. However, there are an increasing number of institutions that are responding to the needs of the adult learner by shortening the amount of seat time and measuring learning by outcomes achieved,

rather than by time spent in a classroom.

These entrepreneurial, or non-traditional, programs are attracting increased attention across the country, even overseas. Adult students are becoming increasingly demanding consumers. They are looking for ways to earn academic degrees from reputable institutions but in ways that are user friendly. While these students are still concerned about financial cost, academic quality and suitability of program they are even more concerned about flexibility of scheduling and time-to-completion cost.

Adult learning programs that are addressing the needs of the student consumer are growing at a rapid rate. No matter what the format, whether it is on-ground courses, distance learning or some combination of learning models, the adult learner is measuring higher education in new ways. These new ways are causing institutions to push the envelope in tailoring programs to meet the needs of the consumer.

These institutions that have embraced this new way of thinking about delivering higher education to the adult learner have also developed measurement tools designed to monitor the academic success of the adult student. Course, program and faculty assessment is commonplace. Student input into assessment methods is part of this new way of measuring learning outcomes. This is also threatening to those traditional institutions that place little or no value on student opinion, particularly in the evaluation of faculty.

There are now accelerated programs that have been in existence for over a decade (and some for more than two) and that have conducted research on learning outcomes. In addition, many of these programs have been through one or more ten-year reviews by their regional accrediting association. Our findings show that the programs based on the Regis model of accelerated learning has passed scrutiny at all levels.

The accelerated programs that are designed for the adult learner produce learning outcomes that meet or surpass the outcomes achieved in traditional classroom settings. These programs employ the facilitation method of teaching, rather than the lecture style, and focus on participatory learning. Measurement of outcomes focuses on demonstration of learning that is relevant to the workplace.

Each of the institutions we represent has come into the accelerated arena at different times and in different ways. Regis University was a pioneer in transforming the nature of adult learning more than twenty years ago and now has over twenty partner institutions, from Australia to Puerto Rico. Rosemont College, a Regis partner, began offering one accelerated undergraduate degree eight years ago and now has seven undergraduate majors, two graduate degree programs with more than five concentrations each. Elizabethtown College is in the startup phase of moving its more traditional adult programs into an accelerated format by taking advantage of several unique opportunities that presented themselves to the new Dean.

No matter how each of us developed the accelerated format or how long we have been delivering this format, each of us represents a fairly traditional, even conservative institution. All the issues of measuring quality that others face have been raised, answered and probably resurfaced at our colleges. While our experiences are not meant to be definitive, they do provide insight into the types of questions that traditionalists raise and offer some suggestions on how to answer these questions once and for all.

Research, while ongoing, has generated results that show the efficacy of the accelerated format in providing the adult learner with meaningful, lasting educational experiences. Clearly, seat time can no longer be held up as the standard for measuring learning. Our adult student populations have forced all of us to focus on what learning measurements make sense and how we need to present these outcomes to our critics. Perhaps critics of accelerated learning formats are merely those who do not understand that learning does not mean punching a clock?

Programming for Community: Learning from One Another

Presenter: Alice C. Patterson, Salem College

Introduction

In the world of non-credit programming, deans and directors are always interested in new ways to reach out to their communities. In ACHE, we have professionals who are offering a marvelous array of programs for their constituencies. However, what I believe we cannot do enough of is to share among ourselves the programs, what makes them work in our communities, how we reach our constituencies to market the programs, and so on. Therefore, at ACHE we can workshop our programs, in a totally interactive way, so that we all learn new ways of programming, we gain valuable information much as we do when we brainstorm ideas. It is a rich exchange. Having workshops in which the participants bring their materials–not only to show and to talk about but to distribute as well–is one of the reasons we convene. We ask the question: what programs will work for our particular community? We learn that community may be our town or it may be our region, or it may even be our country. A community of writers may come from near and far; a community wanting to learn more about another culture within its boudoirs may be one's own town or county.

From Content to Practice

At Salem College, we call our non-credit programming *Courses for Community*. We chose the title to reflect our mission: to build community at the same time as we reach out to our community. We believe that all human beings are seeking a place to gather together in order to share our ideas, to communicate with our fellow humans, to learn from one another. Being in a classroom in which the student/participant can truly speak and actively listen–by being fully encouraged and, therefore, engaged–can provide one of the most rewarding moments for each of us. In today's world, finding community, even though we are surrounded by people, can be difficult.

The university is a place which can provide community for individuals across all ages–whether they be children, teens, young adults or older. It is a natural for developing learning environments for distinct age groups and for intergenerational programming as well, for talking across cultures and for individuals within self-defined cultures of like interests with specific goals. In other words, there is no limit to programming, to providing a center or many centers for members of the community. The centering for our program is in the idea itself of *Courses for Community*; the venue for gathering together is most often Salem but not always. A travel course could be a course "for community".

The community (to be reached out to and drawn from) may be defined as the town in which the college or university is located, but it could also be defined by the program, in which case it could be a community drawn from distant locations because participants come for the program and for building community around their particular interest. As discussed above, the community could be defined by an age group just as it could be defined by topic, it could be defined by those who know and care about the local college or university or it could be defined by those who learn of an offering at the college or university but who have not known the school at all to that point in time.

Engagement of the ACHE Audience

In an interactive workshop, participants come with their programs to share, but–just as importantly–they come with their practices, which include the "how-to's":

- Coming up with the programming idea.
- Deciding if it is right for their school.
- Finding the special teacher/professional for convening/teaching/leading.
- Marketing to the community.
- Making certain the infrastructure can support the program.
- Following-through in order to sustain and build on the community.

In order to give everyone the opportunity to share the richness of their experiences and practices, this session provided the map/menu/plan/ground rules (whatever way one would like to describe it!) for proceeding. The organizational structure of the session was determined in part by the participants since the time of each participant's sharing was apportioned based on the total number in attendance who wanted to share their expertise and programs. Discussion was lively and the session included novice, intermediate, as well as experienced professional.

Bottom Line Financial Management for CE Units

Presenters: Tom Wingenter and Donne Keene, University of Alabama

The trend toward financial self-support for adult education units require deans, directors, and programmers to implement new financial management systems to guide in program selection and decision making. This presentation was designed to teach non-financial managers the principles of sound financial management. Participants learned how to develop and manage a financial plan for their unit. Also, individual project budgeting and management, the foundation of the financial management process, was covered in detail.

Establishing a Distance-Learning Niche: Five Essential Steps

Presenters: R. Oakley Winters and Bronwen Sheffield, Western Carolina University

Current surveys suggest that at least one-half of the colleges and universities in the United States now deliver instruction using distance-learning technologies such as interactive video and the Internet. Relatively few of these institutions, however, report that their distance-learning initiatives, especially distance-learning enhanced by telecommunications technologies, have achieved the results they had hoped for.

Having overcome–with technology–barriers of time and space so that "anytime/anywhere" instruction for place-bound, adult learners now is achievable, we often fall short of meeting expectations, both the learners' and our own. Why is this so?

What are the essentials leading to success in distance learning? Securing new niche markets? Fully extending the boundaries of our campuses to include adults who cannot (or will not) attend on-site?

The workshop began with the audience responding to–and scoring–an inventory (developed by the presenters) designed to reveal institutional readiness for successful distance-learning activities. This inventory used five common-sense (yet often-ignored) principles that the presenters, through sometimes costly trials-and-errors, and verified by the growing body of distance-learning research, have discovered are essential for colleges and universities to become competitive in distance learning.

The five principles are:

- Find an audience first.
- Select delivery technologies that are appropriate.
- Create an effective support network for off-campus learners.
- Assure that faculty receive the assistance they need.
- Focus on programs rather than courses.

When the participants completed their institutional readiness indicators, they explored together–through give-and-take discussion and reflection–what the five principles mean for distance-learning success. The workshop's objective was to help participants assess their institution's potential for success with distance learning and to leave with a step-by-step strategy for developing effective programs.

Keeping the Focus on the Learner and Learning: On-line or in Class

Presenter: Nancy Gadbow, SUNY Empire State College

As continuing higher education moves beyond the classroom to distance learning options, a clear need has arisen to apply the principles of adult learning. This session considered ways to serve individuals with different learning styles and special needs effectively, both in the classroom and on-line, using learning and assistive technologies, and flexible learner-centered approaches.

As adult and continuing higher education expands the modes of learning beyond the classroom to include different non-traditional and distance learning options, a clear need has arisen to integrate and apply principles of adult learning. New technologies are spreading to increase options not only for on-line and other forms of distance learning, but also for a range of non-credit and continuing education programs. Too often traditional course curriculum has been transferred to on-line and other media, without consideration of effective strategies, flexible options, and the overall learning environment. In the rush to develop many on-line offerings, the "tube sock" method – one size fits all – has been followed. However, with some thoughtful planning and application of well established learner-centered approaches, individuals with different learning styles and particular circumstances that affect their learning can be served effectively by non-traditional and distance learning programs.

Technology also can open up amazing new possibilities for learners with special needs. Individuals, who previously had not been considered as candidates for educational programs or employment, with the use of appropriate teaching and assistive technologies can be successful and gain new independence. However, many "do not know what they do not know." Unless these individuals can be connected with technologies and other service providers who can guide the selection of particular assistive technology and provide appropriate training to help them use the equipment effectively, most will remain out of the mainstream of education and society. The challenge for adult and continuing education is clear!

Persons with various disabilities, including visual impairments and learning disabilities, can use voice recognition and voice-activated computers to access information and "write" paper." Development of accessible web pages also is opening up the world of resources available on the internet for many who previously were excluded. Unless continuing higher educators connect with technology providers and together explore ways to serve these and all learners effectively, many potential learners will continue to remain out of the learning loop.

This session invited discussion of ways to serve diverse adult learners through case studies and sharing of strategies that incorporate effective adult education principles along with new technologies, as well as to encourage teachers to become co-learners with adults who seek to learn in many different settings in many different ways.

Older Adult Learning Network Awards Presentation

Presenter: Edna Wilson, Fairfield University

This session included a presentation by the award recipient on the model program. Participants gained an understanding of new developments in the design and delivery of programs for older learners. Sponsored by ACHE Older Adult Learning Network.

Crossing Traditional Boundaries: Undergraduate Programs within the Appalachian Learning Alliance

Presenters: Joseph Pat Knight, Cheryl Knight, and Tom Fisher, Appalachian State University; Donna Scott Macopson, Isothermal Community College; Jessica Pickard Short, Mayland Technical Community College; and Linda Ray, North Carolina Community College System

The joint session emphasized the partnership concept involving Appalachian State University, The Adult Basic Skills Professional Development Program and North Carolina Community College system. The partnership provides degree completion programs in elementary education to students on rural community college campuses and forges training programs for instructors in adult literacy. The programs emphasize professional development and provide degree opportunities to place-bound students who traditionally have special literacy needs and low college-going rates.

Collaborations on Campus: What Works and Why!

Presenter: Amy L. Hyams, University of Nevada

Higher education is becoming increasingly diverse and complex, calling for innovations, creativity and increased efficiency. This diversity extends not only to the demographics of the students and faculty, but also to the structures, configurations of curricula, delivery of institutional activities, and stated missions of institutions. Challenges and opportunities accompany the changes and require professionals to rethink traditions, as well as the operations and efficiency of higher education if they are to serve their communities and flourish.

Our information-based society requires access to knowledge that is multidisciplinary and integrative. This poses a challenge to institutions of higher education, given the boundaries that traditionally separate the disciplines. Hence, there is a need to assess the level of intra-institutional collaborations, to identify approaches to permeating if not eliminating boundaries, and to foster more intra-institutional collaborations. This presentation includes data from a larger study of continuing education administrators, which responded to this need and investigated the collaborations between continuing education departments and academic units on university campuses. Specifically, this presentation describes some of the successful intra-institutional collaborations between continuing education and academic departments, including the factors that contributed to the successes.

Findings from the investigation discussed in this presentation include:

1. While the respondent's level of satisfaction with their collaborative efforts varied depending upon the specific program area or activity, in general, most enjoy a positive relationship with academic departments on their campus. 96% indicated that they felt their collaborative relationships were "positive," with 46% stating "very positive".

2. Respondents described relatively active and positive levels of intra-institutional collaborations between the continuing education and academic departments on their campuses.

3. Respondents agreed that many benefits could be realized through successful intra-institutional collaborations including: benefits to the program (i.e. enhanced quality and legitimacy), benefits to the institution (i.e. profitability, efficient use of resources, public relations), and benefits to the field and profession of continuing education (i.e. image, credibility, and standards).

4. Factors, which respondents felt would enhance their collaborative efforts fell under six main categories: faculty and staff issues, funding and institutional policy, awareness, understanding and value for the continuing education function, campus leadership, and department incentives and communications.

5. Factors, which respondents felt would inhibit their intra-institutional collaboration efforts, fell under five main categories including: faculty and staff issues, funding issues, understanding and value of continuing education, internal communication, competing missions of continuing education units and academic departments and institutional leadership support.

This presentation discussed the current status of intra-institutional collaborations as well as variables that may contribute to the success of such endeavors. This information will be of use to researchers studying organizational behavior and higher education administration; administrators and leaders seeking innovative methods for improving organizational culture, efficiency, and quality; and faculty members who desire to improve collegial relations, expand their personal and professional networks, and enhance the content and communication of their research and curriculum. Finally, this investigation and its findings will provide the greatest benefit to the diverse student populations of today and tomorrow. More efficiency in fiscal operations could reduce the costs of education to the student. Collaborative and interdisciplinary studies will expand the students' conceptual and practical knowledge and understanding of the disciplines. Ultimately, the student will enjoy a more comprehensive and fulfilling educational experience that will encourage and enhance lifelong learning for personal and professional development.

Writing Across the Curriculum: Engaging the Adult Student

Presenters: Linda K. Shamoon and Tamara E.Bolotow, University of Rhode Island

The Alan Shawn Feinstein College of Continuing Education (ASF/CCE) is the urban campus of the University of Rhode Island. The College enrolls over 500 part-time adult students in its Bachelor of General Studies Program and an additional 700 FTE adult and non-traditional students in BA, BS or MA programs. ASF/CCE has a strong learning skills center providing diagnostic and tutorial services to address a variety of student needs. The Writing Consultants Program described in this presentation was developed to enhance the already existing efforts to help students develop better writing skills. However, in addition to the development of skills, several unanticipated, but significant outcomes from this program emerged.

Students who participated in the program described a greater feeling of connectedness with their class, their program and the college as a whole. The significance of this increased sense of connectedness is in its potential to impact on student retention. Adult student persistence rates are generally low for many reasons including financial, academic, attitudinal and circumstantial issues. ASF/CCE has been fortunate to be able to address some of these issues through a dedicated endowment, strong student services and an empathetic and responsive staff. However, the total number of new students in the BGS Program is offset by an equivalent number of students who become inactive. Some of these students return each year; yet, the total program size remains stable. With diminished resources for recruiting new students, program growth is increasingly dependent on increased retention. We believe that students who feel a greater sense of affiliation with their program and their sponsoring institution are more likely to persist in their academic endeavors.

In order to test this assumption, a longer term tracking mechanism was set up which will allow us to code students who participated in the Writing Consultants Program. We will ask these students what they perceive the benefits of this program to have been and determine what portion of students who graduate were participants and if there is any change in this from one year to the next.

The Undergraduate Writing Consultant's Program at ASF/CCE receives the support of the institution's administrators and enjoys the financial ability to be self-supporting through a scholarship program. The program is administered by the Coordinator of the Academic Skills Center who has close contact with faculty, staff, and students on a daily basis. Also, the Center has become a base for the faculty who use Consultants in their classrooms, the Consultants themselves, and the students whom they tutor. All of these factors contribute to the success of the program.

Faculty members receive a letter inviting them to a workshop which introduces them to the Undergraduate Writing Consultants Program. Those faculty members who demonstrate an interest in having a Consultant in their classes are asked to designate students who have successfully completed their classes, especially the writing assignments. Those students' academic records are reviewed, and those whose records show consistent excellence (high GPAs, no Incompletes, no Drops, etc.) are contacted, informed about the program, and asked to participate.

One of the advantages to becoming a Consultant is financial. ASF/CCE has a scholarship program for students who are matriculated in a program of study and are ASF/CCE students only (students from the main campus are not eligible). The Director of Development and Marketing allows scholarship money to be awarded to Consultants. Each Consultant receives a scholarship for three credits in lieu of a stipend each semester he/she is a Consultant.

First time Consultants receive semester-long training in the tutoring of writing on a weekly basis from the Coordinator of the Academic Skills Center. Once a Consultant has received this training and continues in the program, the Coordinator meets with him/her once a month during the semester. Before each semester, faculty who are using Consultants are invited to the Center for a general get-together to discuss the program, concerns, suggestions, etc. At the end of each semester, there is a get-together in the Center for faculty and Consultants to discuss the semester, receive feedback, and socialize.

The first semester the program was in place, five faculty members requested Consultants. By the second semester, fourteen faculty members requested a Consultant, and the program keeps growing. This program has brought together faculty and students who all feel they are an integral part of a learning community whether they are teaching, tutoring, or learning.

The Undergraduate Writing Consultants Program involves four essential elements: students, faculty, writing consultants and the writing coordinator. The program is, first of all, student-centered. Students are given intensive, one-on-one feedback on successive drafts of their writing assignments. In this way the program also provides help for faculty who include writing in their classes, many of whom feel at a loss for time or expertise in providing the extensive feedback that students need if they are to improve their writing. In this program, it is the undergraduate writing consultant who provides that guidance and feedback. Each consultant is specially selected and carefully trained to work with a single class, to follow that class's syllabus and to meet one-on-one with students. Finally, the writing coordinator guides the whole program. The coordinator locates interested faculty and the right consultant for each class, she conducts special training workshops and the rhetoric course required of all consultants, and she coordinates the publicity and other services that are crucial to the program.

While these four elements of the program insure good tutoring of writing, if we are to account for and build on the special success of the UWC program at our Providence division–namely the improved ties to the institution and to all members of that learning community–then we need a robust theoretical base. The particular success at our Providence Campus turns our attention to our institutional culture, to the program's own pattern of communication across demographic differences of age and knowledge statuses, and to our students', consultants' and faculty's developing new identities and loyalties. With these elements in mind, the writing of Jurgen Habermas provides the more robust theory for this program's future.

Habermas is particularly concerned with tracing those conditions in society that promote the development of a strong, independent citizenry. In Habermas' view a powerful citizenry in the western tradition emerged from the development of independent *discursive* public groups. Independent discursive groups help nurture a pleasure in publicness, in the open gathering of people of all kinds in an exchange of ideas, in talk about all elements of their shared culture from literature and the arts, to business, to politics and politicians. In such public assemblies, citizens learn from each other, they are exposed to the new, the different and the unusual. They have a chance to consider the unusual, hear it debated, blend it with their own experiences, and form their own positions. Independent discursive publics are then crucial to the development of democracy.

In our own era and culture, our educational institutions including the Continuing Education units of our universities are poised to nurture this kind of democracy. In fact, CE units in urban locations may be the very place where there is enough diversity among students to provide the potential for such exciting exchanges.

If the institution sees itself as nurturing public discursive groups and democracy in this way, then programs like the UWC play a central role in their education program. The UWC program values, and makes public, the achievements of students as they move through the system, and they pull into the public realm those conversations about writing, literacy and learning which are otherwise seen as private or remedial. In the mode of the UWC program, such discourse is not only public but such discourse creates a respect for difference because students of different ages, backgrounds, interests and educational goals learn from each other and establish loyalty to each other. Their talk about writing, course work and ideas and their joint hard work on a text inevitably lead to appreciation, tolerance and new understanding across differences of age, background and knowledge.

Continuing Education units could make the UWC and similar programs at the center of their mission by seeking occasions and providing good public spaces for participants to meet and work. They could make these spaces proximate to other public and cultural meeting places for students. They could encourage and reward students of all disciplines, ages, and interests to gather together and interact as they move through the institution. They should nurture these programs not just because they are a way to remediate skills like writing and math, but because their outcomes are broader and in keeping with our institutional goals. Public discourse among diverse people about everything from one's writing and expression, to others' views contributes to our learning our shared culture and our public life.

Getting from Here to There: Preparing the Academy for the Lifelong Learner of the Twenty-first Century

Presenter: Lee Bash, Baldwin-Wallace College

Introduction

As the academy enters the twenty-first century, it is perhaps facing its greatest challenge: transformation in response to a series of demands and threats that, typically, were unconceivable even a few short years ago. For many institutions, the area that may provide some of the strongest vision and leadership is continuing education/lifelong learning, etc., since leaders in this area often have greater experience and can more easily provide institutional models upon which to draw.

Demographics suggest that many colleges and universities have already begun to encounter some dramatic shifts in the makeup of their student body. Some sources expect that more than 50% of the total enrollment in these institutions will be 25 years or older by the year 2005. Although this may require significant adjustments on some campuses, adult programs that have been visionary and proactive with their strategic planning, by utilizing flexibility, world-class courtesy (as a reflection of their commitment to service their target population), and constant feedback may serve as the leadership unit for campuses seeking to transform themselves.

Background

Much of the material in this presentation is based upon the presenter's experiences as Dean of Lifelong Learning at Baldwin-Wallace College (B-W). B-W is a liberal arts college located outside Cleveland, Ohio. It has offered degrees for adult learners since the mid-1940s. However, approximately twelve years ago, the program began to endure a steady decline characterized by fewer students enrolled and a somewhat anemic program. However, after having assessed its viability and potential, the

administration decided to rededicate and strengthen its commitment to adult learners by bringing in fresh leadership with a mandate for positive change.

Lessons Learned: Turning Lemons into Lemonade

Although transforming any academic program is a challenge, and reversing momentum can be even more daunting, the B-W Division of Lifelong Learning was able to accomplish these tasks, in large part due to the unique opportunities more readily accessible to adult programs than probably any other area on the campus. Indeed, the presenter will illustrate how, through the applied use of flexibility, team building, assessment, and planning, any similar unit can position themselves for success. The first portion of the presentation will review how, through the use of good assessment and best adult practice intervention initiatives, an adult learning program can be transformed from "undervalued" to "dynamic value center." Participant information sharing and questions about this component will be reviewed before moving on to the next topic.

The Lifelong Learner: Model for a New Century

In many ways, adult learning, as an educational phenomenon, is in the same position jazz education found itself in during the 1970s. Largely denigrated and resisted among almost all its constituents, jazz was typically treated with disdain and barely tolerated in most schools. (In fact, some conservatories even expelled students for playing jazz in the practice rooms.) But, just as jazz embodies the fundamental virtues associated with what Alvin Toffler calls "the third wave," practices found among the best adult learning institutions serve as guiding principles for the entire academy in the twenty-first century. The remainder of the presentation will examine how our sensitivity to increasing convenience and/or service through the use of creative, "outside the box" initiatives have often defined our programs as benchmarks in recent years. These strategies may well play a dramatic role in the transformation of the academy as well. Therefore, it is through our own leadership while maintaining "big picture" perspectives that we may best serve our institutions in the future.

Results

At the conclusion of this presentation, participants should have many practical and accessible ideas to help them in their own transformation efforts. As a result, their programs may expect to enjoy a level of vitality not previously encountered – and they may find themselves playing an increasingly significant role on their campus as well. Because, like jazz education, adult learning on the campus can be the source for innovation and inspiration to an academy that has long sought to preserve the status quo.

South Carolina Partnership for Distance Education

Presenter: Barbara Hoskins, Clemson University

Can you imagine pulling together representatives from pre-K through 12, higher education, public libraries, government agencies, healthcare agencies, and business and industry to share information and work towards common goals? That is exactly the goal of the South Carolina Partnership for Distance Education!

The Partnership was formed to provide the practitioners of distance education in South Carolina a forum for discussing possibilities and sharing information. The idea for a collaborative group began in a meeting of higher education and SC ETV representatives in the mid-90s. The idea grew and expanded to include other constituencies until a formal Planning Council was established in 1998. The members of the Planning Council developed a structure for the organization, secured state funding, elected officers, and hired a full-time Director. The new Operational Guidelines were implemented in 2000.

Members of the Partnership

The membership of the South Carolina Partnership for Distance Education includes five constituency groups: higher education institutions, pre-K-12 schools, state agencies, public libraries, and business and industry/health care organizations. Each member organization appoints a voting representative, but the meetings and services are open to everyone. There are currently over 125 member organizations.

Goals and Objectives

The Planning Council established five basic goals for the organization:

1. Encourage and assist Partnership members to collaborate to create comprehensive, quality distance education courses/programs and resources to expand access to statewide distance education opportunities.
2. Provide centralized, statewide distance education information via electronic and/or printed means regarding all available distance education programs, courses, resources, and opportunities for life-long learning for Partnership members and the general public.
3. Achieve funding to support the achievement of Partnership goals and outcomes.
4. Develop essential support services for SC distance education practitioners, to include low-cost, but quality training, Web services and resources, and other professional development and support activities.
5. Employ Quality Assurance Practices.

Finances

The Partnership receives operating funds from the State of South Carolina and is always looking for additional external funding. The Partnership receives its support from the Standing Committee for Education and Technology of the South Carolina Governor's Information Resource Council (IRC). The IRC was developed by executive order of the Governor to provide greater access to the citizens of South Carolina regarding information about state and local government activities and educational opportunities as well as to establish better electronic information sharing among all levels of government. SC ETV serves as fiduciary agent for the Partnership.

Organization

The South Carolina Partnership for Distance Education is governed by an Executive Council comprised of ten representatives from each of the five membership categories. The Council elects officers (Chair, Chair Elect, Secretary, and Treasurer) and chairs for the various committees. A full-time Director and staff member handle the day-to-day administration.

Successes and Challenges

Even though it is a young organization, the Partnership has been productive. One of the biggest successes was the ability to fund approximately 30 grants to collaborating member organizations to develop programs using distance education technologies. Another success has been the development of a series of free or low cost training programs for distance education practitioners. These "Tuesday Training" events were broadcast throughout the state on the SC ETV digital satellite system and streamed on the Internet. The topics varied in appeal to technicians, faculty members, and administrators. Perhaps the biggest challenge has been to build the infrastructure for the organization and establish communication channels. The addition of a full-time staff has helped. With more state budget cuts on the horizon, there are concerns about future funding. Diminishing state funds may need to be replaced with external funds. Perhaps the largest benefit has been the increased communication and collaboration on projects within and among all of the membership categories. More information on the South Carolina Partnership for Distance Education can be found on the web page at www.sc-partnership.org.

The Unsung Heroes of Adult Student Success: The Academic Advisor

Presenters: John H. Bolen and Walter Pearson, Simpson College

The Dream

The average adult student loves to take time off from work to come to the main campus during business hours to complete whatever administrative tasks need to be done. The adult student also likes taking time off from work to come to the campus just to participate in the "experience" of college life. As a matter of fact, the average adult student likes to bring her family to the home football and basketball games just to be a part of the campus family. On occasion the adult student will even take a day class just to get to know the traditional students better. Eventually, this adult student becomes an advocate for the college.

The Reality

The average adult student, late for her 5:30 pm class because the computers at work broke down or she had to pick up her nine year old from after-school band practice or she ran into a traffic jam caused by a fender-bender, sticks her head into your office and says, "I'll need to talk to you during class break tonight, so don't go anywhere!"

Before you have a chance to respond she is off to her class. Not only does this student not have time for basketball and football games, she is focused on one thing, "graduating"! She may not feel any particular loyalty to your school and will remain so long as her needs are being met.

How do you develop the relationship between the student and the college and the resulting retention as implied in the "Dream" through the circumstances of the "Reality"? This is a great issue for all of us who offer educational programs for adult students.

Simpson College is a traditional private, four-year, Liberal Arts, church-related college dedicated to a strong relationship between faculty and students. The quality of our curriculum is derived not only through the quality of our faculty but the quality of the relationship between faculty and students. The quality of our college community is also derived from that personal contact between administration and students. Simpson cares about the student and her/his success. It's what we call "The Simpson Experience". But what does that mean to the commuting adult student who is only on campus long enough to attend class? What does that mean to an adult student who attends our West Des Moines campus, some thirty miles from our main campus? How does Simpson College attract new students and retain current students through distance learning while maintaining personal contact between the student and the college?

One of the most important keys to that success is the academic advisor. Often, the only personal, long-term contact the adult student has with the college is the academic advisor. Adult students do not like surprises when it comes to what is expected of them in order to graduate. Therefore, the academic advisor becomes a vital part of the effort to clarify for each student what is

expected. But the advisor does more than advise the student on their course of study, he/she also works as an advocate, a contact with the rest of the campus community, in short, the student's lifeline to the college. With all of the changes occurring in adult learning the academic advisor is a solid foundation in the student's academic life. It is our view that the academic advisor provides that vital connection between the integrity of the college as an institution personally concerned about the success of each student and the rapidly changing world of adult education.

Simpson College has had an excellent record of keeping up with the many changes and innovations in higher education while maintaining a high level of quality in service to the student. We have succeeded largely through the efforts of the academic advisors. In a recent survey conducted by The Division of Adult Learning (the study was through Noel-Levitz) involving adult students, in which twenty categories defining academic advising were studied, students' satisfaction exceeded the national sample's satisfaction in eighteen of those categories (in the other two the level of satisfaction was met). With the competition of over fifteen other colleges and universities in the West Des Moines area, Simpson continues to grow in its programs, campus facilities, and service to the student. Simpson has successfully adapted to the many changes demanded by adult higher education while maintaining the integrity of our academic program. This was accomplished through personalized service, which includes making administrative services available in the evening when the adult student is on campus.

Recent literature in the field of adult education focuses upon the importance of the academic advisor. The advisor is to be many things, including: career counselor, class scheduler, advocate for students, a fountain of college information, one who understands the developmental needs of the adult student, liaison between the student and the college, a motivator, helping develop goals, aware of issues students face outside of class, knowing when to be proactive and gently intrusive, finally, simply knowing how to be available for the student. The single most dominant topic in the literature is that the role of the academic advisor needs to be expanded.

There is no question that given the "reality" adult students bring to our institutions, there is no one else in our colleges and universities in a better position to assist and connect with the adult student than the academic advisor.

Academic advisors in the Division of Adult Learning at Simpson College are constantly involved in keeping track of their advisees as to whether or not they are taking classes, how they are doing in their classes, congratulating them with a card or phone call when they do well in their classes, and contacting them personally if they are not doing well just to provide some assistance and support. We can order up reports on any of our advisees to see how they are doing. We practice the art of "gentle intrusion" when we see that there might be some problems. We also know that there can be problems with completing all of the graduation requirements on time and so we run reports of our students who are nearing graduation just to make certain they are completing their requirements, and if not, we once again practice the art of "gentle intrusion" by contacting the student and reminding them of the requirements yet to complete. We used to have a problem with those who want to graduate with honors. At Simpson College a student must earn at least 64 credits at Simpson College in order to graduate with honors. We now run a report of all students nearing graduation at least one full term before graduation just to see if there are any students who are near 64 credits with a high enough GPA that if they earned 64 credits with us they would graduate with honors. We then contact these students and suggest they take enough credits to graduate with honors. Our advisors are also involved in retention efforts by contacting students who have not registered for a class for more than one term. Recruitment is also important. There simply is no such thing as a "lonesome" interest card. If a student fills out an interest card at a college fair, that card is not allowed to get lost in the stack, but is placed in a system where that person will receive carefully spaced out calls asking if they are still interested.

Simpson College's Division of Adult Learning has placed a high priority on continuing to provide the best in academic advising. Recently two academic advisors were hired specifically in the two departments in which the majority of our adult students are registered, Management and Computer Science. The two advisors we hired are also excellent faculty members who now teach full time for the Division of Adult Learning. As a result, those students earning degrees in those two departments have full-time faculty members as their advisors. In addition we have two professional academic advisors who are also Assistant Directors of the Division of Adult Learning. By placing them in that position they have the authority necessary to have a positive impact not only upon the advisees they work with but the over-all program of the Division. The entire Division of Adult Learning operates from an understanding of the importance of the academic advisor.

The Division of Adult Learning also places a high priority on making available to the adult student the services the student needs when the student is on campus. That means the academic advisor needs to be aware of our procedures in the Registrar's Office, the Business Office, and Financial Aid. It also means that representatives from those offices provide service on-site several times through the term. In addition, our secretaries can handle payments that students wish to make in the evening that they would otherwise have to do during the day in the Business Office. In addition, the academic advisor is available in the evening so that our student mentioned above in the "reality" story will have an advisor to visit during her class break. Our advisors must be in their office without any other appoints at least thirty minutes before classes begin in the evening so that students can literally rush in just before class for a last minute question. Simpson College has experienced success in the adult program because of the commitment we have to the student and his/her needs.

What this means in academic programs involving the adult student is that more attention must be paid to those who work as academic advisors. Academic advisors must have access to the training and preparation needed to expand their role. Academic advisors must be on the front lines of recruitment, retention, and involvement with the student. Academic advisors need to be experts on not only the academic programs but on the processes and responsibilities of the other administrative units so that the advisor is in the position of being able to answer student's questions on anything concerning the college in an intelligent and productive way. It will ultimately be the academic advisor who will assist the adult student in developing a deeper relationship with the college, whether through student advisory councils, organized activities involving adult students, or in the way the advisor interacts with the student. At Simpson we know that for the adult student, the academic advisor represents the college.

The conclusion of this workshop is simply this, while it is obvious the academic advisor is not the entire reason for our success, we also realize that regardless of what programs we have going, if we do not have strong, professional, caring advising happening with each and every student, the adult student will not be satisfied with our institution. If the student is not satisfied, it becomes easier for the student to leave. An adult student going back to his place of business sharing with his colleagues the negative experience he had with his advisor will win no one any recruitment benefits. On a positive note, if you are blessed with excellent advisors who are out there doing more than just advising, who are expressing care and concern for each student, who are being proactive and gently intrusive, who love telling others of the wonderful qualities of your institution, then perhaps you need to recognize them, for they are the unsung heroes in adult student success.

Roundtable/Resource Exchange

The Web as Tool, Model, and Subject: Synchronously Teaching and Creating Discourse

Presenter: R. J. Clougherty, Jr., Tennessee Technological University

The new push for online education has lead to a new demand for the internet as a tool; however, it offers us a much greater resource in that it can additionally be used as a model and as a subject. This paper explains how this can be done within the teaching of literature and challenges the audience to contribute and discuss similar ways in which other disciplines can do similar things. The web is not simply an alternative means of scripting existing thoughts and ideas, but is a new language of communication which requires new modes of thinking, yet still retains vestiges of traditional ideas. With the development of written texts over oral texts, a major shift was required not simply in the means of delivery, but in structure and content. The long epic which relied on the convention of *mot poetique* had to yield to newer genres which relied on the convention of *mot juste*–thus, the entire way of thinking about texts changed; the internet requires us to re-think not only our means of delivery, but our structure and content as well. This does not, however, require that we re-begin. The structure of Homer's *The Odyssey* is closer to the web we use in online education than it is to the structure of the novel which "written culture" has accepted as its interpretive construct. Thus, the web is not only pushing us forward, but is returning us to traditional approaches and ideals.

The same can be said of the web as a tool of interactive communication and its role in higher education. When Peter Abelard first founded the University of Paris, he sought to define the structure of the medieval university in antithesis to the medieval church. Most important of these criteria was that the university was based on disputation while the church was based on the idea of the lecture. Higher education has, thus, over time, moved away from its original defining feature and online education forces us to return to those origins. To do that, the essence of online courses needs to be in student interaction and not simply in content delivery. To stress the importance of communication and interpretation, we must examine its very nature for which the internet provides the perfect model. Students can develop a conception of how communication functions simply by reflecting on the nature of the web itself.

Traditional students entering universities during this academic year were born in 1982–the year when IBM released the first Personal Computer. To this and all future classes of students, the PC is not an aberration or a new development, but a resource which has always been there. They have grown up thinking and speaking in the mind-set of the computer. Thus, the computer becomes the cultural meta-text that all of our students understand. To teach here, however, requires that we rethink not simply the way we teach, but also the nature and definitions of the discourse model which we call a class, but that we re-examine the artificial constructs, such as disciplinary boundaries, which have been created over time. The internet can either lead us to the epitome of panopticism where we remain in our singular cells with terminals, or it can lead to discourse communities and hence validation and liberation.

Dealing with Change: Resistance and Receptiveness of Faculty and Administrators to Online Classes

Presenters: John Gary Rader, Drury University and Cynthia J. MacGregor, Southwest Missouri State University

This session presented the preliminary findings of an ongoing mixed design study of faculty and administration reactions to online classes. Participants will better understand the attitudes that support and hinder the development of online programs, as well as the nature of mixed design research. After sharing the initial findings of the study, participants will have the opportunity to discuss strategies for overcoming attitudes of resistance, while building on receptive attitudes.

Removing Academic Silos with an Interdisciplinary Approach: Degree Completion Majors at George Fox University

Presenter: Susan McNaught, George Fox University

The session focused on George Fox University's Department of Professional Studies degree-completion program offerings as an example of how material can be articulated in such a way to emphasize the connection between topics, the connection with students' own experience, and the connection between theory and application. The George Fox program emphasizes community: the community of the department, the community of the student cohort, the diversity of the larger community from which our students come. Sharing expertise and models is a great way to build community. The focus in all the classes, and in all of the majors offered through the department, is on building strong leaders, connecting theory and practice, and commitment to excellence. Part of commitment to community involves material–what we teach; part of it involves an approach to how we teach adults.

A New Model: How to Build Continuing Education Business and Improve the Bottom Line

Presenters: Raymond Campbell, Drexel University and Walter Pearson, Simpson College

In this roundtable session continuing higher education administrators explored the many changes and challenges occurring in the field today. Topics important on the local campus level as well as the broader professional level were discussed. The sessions launched a web-based extended critical reflection after the ACHE Annual Meeting. The goal of the roundtable and extended web-based dialog is to develop a new model for program development and delivery from this dialogic process.

Points of the Discussion

Smart universities are finding ways to turn data into strategic thinking and planning. Participants shared examples of what kinds of data they collect and how they use it. Some of the examples are student persistence, student outcomes, financial data on your program, financial aid data, enrollment trends, inquiry/prospect data, student satisfaction with courses and programs, employer perceptions, etc.

Smart colleges and universities are turning data into fuel for strategic thinking and planning. Participants shared examples of organization of data/trends to influence decision making.

Data can be leveraged to drive decision making, speed work processes, cut costs, enhance customer loyalty, and capture market share. The presenters and participants provided examples of how to organize a view of data that helps in making decisions? Data can provide a clearer view of trends that may influence decision making above and below you in the organization.

It is incumbent on continuing higher education leaders to reinvent how we work internally and externally, to speed innovation, and to increase efficiencies. A number of useful examples emerged from the dialog of leveraging data to drive decision making, speed work processes, cut costs, enhance customer loyalty, and capture market share.

Partnerships and collaborations are increasingly evident as a key future trend. The dialog continues on the best ways to foster partnerships and collaborations.

A final trend discussed was the role of temporary workers beyond adjunct faculty in the creation of an agile institution.

How to Make Policy Governance Work for You

Presenter: Wayne Whelan, Trident Technical College

Developed by John Carver and Miriam Mayhew, Policy Governance is the name of a new operating philosophy for boards of directors and organizations. Its underlying principles are: (1) boards must focus on the overarching question of "What good for whom at what cost?" and (2) boards must focus on "ends" and staff must focus on "means."

The strength of policy governance is that the board focuses on strategic issues and staff manage the organization. This is made operational through the principle of "negative parameters." The board establishes negative parameters that define what staff cannot do. By definition then, the staff can do everything else.

Carver and Mayhew describe policy governance in their book: A New Vision of Board Leadership, published by the Association of Community College Trustees, 1740 N St., NW, Washington, DC 20036.

Graduate Students' Perspectives on Adult and Continuing Education

Presenters: Tom Nesbit, Simon Fraser University and Edward W. Taylor, Penn State University-Harrisburg

This research explored how graduate students conceptualize key terms of, and concepts in, the field of adult and continuing education. It sought to identify the terminology and related concepts that students in their first semester of a graduate program saw as essential in making meaning of the field.

Traditional boundaries in adult and continuing education (ACE) are changing. The influx of new kinds of students–particularly adult, "non-traditional", and professional students–demands innovative ways of thinking about processes and structures for teaching and learning. Two features of the changing practice of ACE involve the exploration of implicit theories in action and an emphasis on the value of integrating experiential, propositional, and professional knowledge. Allied to this is a recent shift in the understanding of knowledge and the nature of learning. Until fairly recently, universities tended to hold the relatively naïve view that their students were essentially empty vessels to be filled with knowledge in a process most aptly called "banking education." Nowadays, it is now more widely recognized that learners bring with them rich pools of experience, that knowledge is socially constructed, that learning is both a social as well as a cognitive process, and that teaching and learning situations (whether in universities or elsewhere) are marked by axes of power and privilege that can heavily influence students' learning, perceptions, and achievements.

In addition, graduate students of ACE education face the complication of making meaning of an ambiguous and poorly defined field of study. Historically, ACE education has struggled with defining itself as a discipline and a practice, largely due to the eclectic nature of its content and the variety of settings in which it takes place. Also, there is often little consensus among scholars about the meanings and boundaries of the field. For example, terms such as *continuing education, recurrent education, further education, post-secondary education, lifelong learning, andragogy, adult education,* and *community education* are often used interchangeably. This terminological chaos contributes to a lack of clarification over the territorial boundaries of ACE, which serves both to perplex students and impede its growth and legitimacy as a discipline of academic study.

Terminology is particularly problematic for entering graduate students. The graduate study of ACE attempts to fashion an academic discipline out of an explicit focus on practical issues and problems–an approach that tends to leave the relationship between theory and practice relatively unchanged. Yet, one of the central purposes of graduate education is to introduce experienced professionals to new knowledge and ideas so that they may enrich their existing frameworks of practical knowledge. Further, graduate education is intended to enable students to assess the value of common practices and approaches for themselves. In other words, graduate study should assist students to avoid the trap of regarding existing practices and their links with wider society, as unproblematic or uncontested givens.

One way, obviously, to facilitate this is to help students develop their literacy about key concepts, definitions, discourses, and debates. However, though definitional issues are regularly debated in academic journals and at conferences, seldom has the challenge of defining the field been researched in places where it could have a significant impact on outcomes, i.e., on emerging scholars and practitioners in the field. Studying how beginning graduate students learn to make sense of an ill-defined discipline raises issues of both learning and teaching. For example, what terminology do students find most problematic? What concepts and ideas do they find most useful for understanding the field or their own practice? In what ways are introductory courses in ACE helpful to students? What are effective tools for helping students meet the challenges of learning a new discourse?

Methodology

The study involved a purposeful sample of recently admitted graduate students in two Universities (one in Western Canada, on in the Eastern US) taking an introductory course in ACE. As part of their course, each student was required to maintain a working definitional journal in which they identified the terminology that helped them better understand and frame the field of ACE. Also, towards the end of the course, students were asked to use this terminology to develop a concept map of ACE. Data for the study came from 40 students' definitional journals and concept maps which were analyzed by a constant comparative method and then organized into meaningful categories and themes.

Findings

Analyzing the definitional journals and concept maps revealed a number of findings. The presentation will first focus on the terminology selected by the students. Next, it will explore the process of compiling definitional journals and graduate students' reactions to this experience. Third, it will examine the concept maps and discuss the themes and patterns that emerged. Finally, the

presentation will discuss several related issues and their implications for helping beginning students make sense of unfamiliar discourses and concepts.

Conclusion

Definitional journals and concept maps are an excellent learning tool for helping students build and reflect upon their personal and professional knowledge. By constructing their own definitions and maps and sharing and explaining them to others, students experience an increase in understanding and confidence in their cognitive abilities. Perhaps most importantly, beginning graduate students come to realize that the engagement with the making of meaning is an essential process in, and about, understanding ACE. By the careful recording and questioning of complex or problematic concepts and the creative production of maps linking these concepts, students are able to relate new knowledge to their existing understandings. Through our use of definitional journals and concept maps we intended to follow a long-established principle of adult education: encouraging learner agency. In our work, we have repeatedly found that once students come to see the bigger picture and how many pieces it takes to construct the complex puzzle that is adult & continuing education, they then feel less isolated or passive against external forces and become empowered to act as agents of change themselves. In sum, we believe that to be effective, learning must start with the interest and experience of learners themselves. For us, the most important single factor influencing learning is what the learner already knows. Hence, we strive to engage our students in the production of their own knowledge rather than the unthinking adoption of others' ideas and terminology.

You Want Me to Plan a Conference? Making Jell-O Without a Mold

Presenter: Bryan S. Burgin, University of South Carolina

Goal setting

What is the goal of the conference? Establishing this point from the very beginning will make all other decisions more clear and effective. Now that you have a goal, ask yourself what type of property and city would best meet this goal. Talk to colleagues regarding hotel properties in specific cities. A referral is the best information you can obtain on a hotel!

Agenda

Before contacting the first hotel, you must have at least a skeleton of your agenda. Without this, hotels can't really offer you much. The hotel is trying to maximize it's space with as many events as possible. Also consider your day of week pattern. This can impact your site selection and the cost of air travel to your attendees. By having your event run over, or at least touching, Saturday night will dramatically decrease the cost of an airline ticket... thereby increasing your number of attendees! Certain hotel markets can offer better deals dependant on when your event begins and ends.

Site Selection

Use your goal in selecting the conference site. Bidding your event to different hotels is always a good idea. Factors to consider in making your selection:

- Time of year
- Day of week pattern
- Local airport lift
- Ground transportation
- Your market (attendees)
- Cost of sleeping rooms
- Cost of food, beverage and meeting rooms

There are companies who will be glad to handle this for you at no cost to you. These companies can even arrange free accommodations for site inspections and sometimes free site inspection air travel.

Contract Negotiation

Tell the hotel what you NEED and don't be afraid to tell them what you WANT. At this point EVERYTHING is negotiable; it never hurts to ask. You can also use the contract to assign event costs to your attendees (without them knowing it) through the room rate. Ask for items that don't cost the hotel "cash." You are much more likely to get these freebies than items/issues for which they actually have to pay.

Marketing

As with any program, target your audience as closely as possible. However, don't miss the opportunity to include the "fringe" market–those who are close enough to your market that you can develop into your target market. Places to look for marketing resources include:

- The Higher Education Publication Directory
- Closely related association membership listings
- Past programs' registration records
- Distribution tables at other conferences
- Listserv's

Try to develop one multi-purpose document that can be used for more than one market. Include everything a potential attendee would need to participate.

Registration

Through your conference registration form, gather more information than you think you could need: address, phone, fax, web site, email. This will increase your options for future communication as well as serve as a future marketing resource for conferences and other programs.

Include a place on the form for attendees to sign that he/she has read and understands the policies stated in the brochure (cancellations, refunds, substitutions, etc.). This will save you money!

Using a database for registration will make everything easier. You can include all correspondence (confirmation letters, etc.) in this database as well as mailing labels, enrollment reports, name badges, financial statements, a/v listings, and forms to use in communicating with the hotel. The on-the-fly flexibility of a database will save you many a headache! MS Excel and Filemaker Pro are two that work very well.

Printed Conference Program

Wait until the last possible minute to print the program! There are always changes and no one understands your deadlines like you do. Before going to press, it's a good idea to fax it to the hotel for a final check to make sure you both understand the program. Also, make sure the hotel understands that you have a printed program so that no meeting/food function rooms will be changed once you go to press.

Conference attendees appreciate a simple program. While it is important to include program session descriptions and presenter bio's in the program, consider keeping these to a minimum in the schedule part of the program and place the longer descriptions and bio's toward the back or in a separate document (proceedings). When choosing a session, participants need 4 basic things: where, when, what and who. Or, which room, what time, what topic, and who's speaking.

Food and Beverage

There are many opinions on the best way to plan food and beverage for a conference. Some hints for stretching your food dollar are: buy reception food per piece, never per person; with exception of breakfast, plan "plated meals" for lower price and faster service; and consider seasonal foods for better pricing.

While these instructions do not offer all the answers, they will get you started and help you avoid some common pitfalls.

Considering the Implications of Building Solid Partnerships In Your Communities

Presenters: Martha Kelley and Susan Gordon, Belmont University

"Communities don't thrive without making connections." This is an underlying theme of Belmont University's Peer Learning Network, a unique partnership with corporate members of the greater Nashville community.

Two leaders had a conversation late in 1990–Clayton McWhorter, Chairman and Chief Executive Officer of HealthTrust, Inc., a $2.45 billion hospital management company, and Bill Troutt, President of Belmont University, a private, comprehensive university enrolling 3000 students. The two shared experiences of ways they had learned from a few peers in the Nashville community and commented on the invaluable nature of these experiences. The discussion focused on finding a vehicle to encourage this learning among other leaders in Nashville's business community. Through HealthTrust, Mr. McWhorter responded with a grant to create the Peer Learning Network, funding the startup costs and the salary for a person to design, coordinate, and facilitate the program.

The Peer Learning Network, according to its founders, was formed with a purpose of "bringing together senior executives of Nashville's best-run companies in a setting where they can learn from each other." Belmont University became the "coming together place" where leaders of companies doing business in a variety of fields could share problems and solutions with their peers, creating a new network within Nashville's business community.

Originally the Network was conceived as a group of no more than twelve member companies, with no duplications of industries within the group. Senior leaders of the member companies (defined as the CEO and four or five direct reports) would meet regularly for the purpose of synergistic learning.

The first Peer Learning Network, formed in early 1991, had eleven member companies, including HealthTrust and Belmont University, and approximately 60 participants.

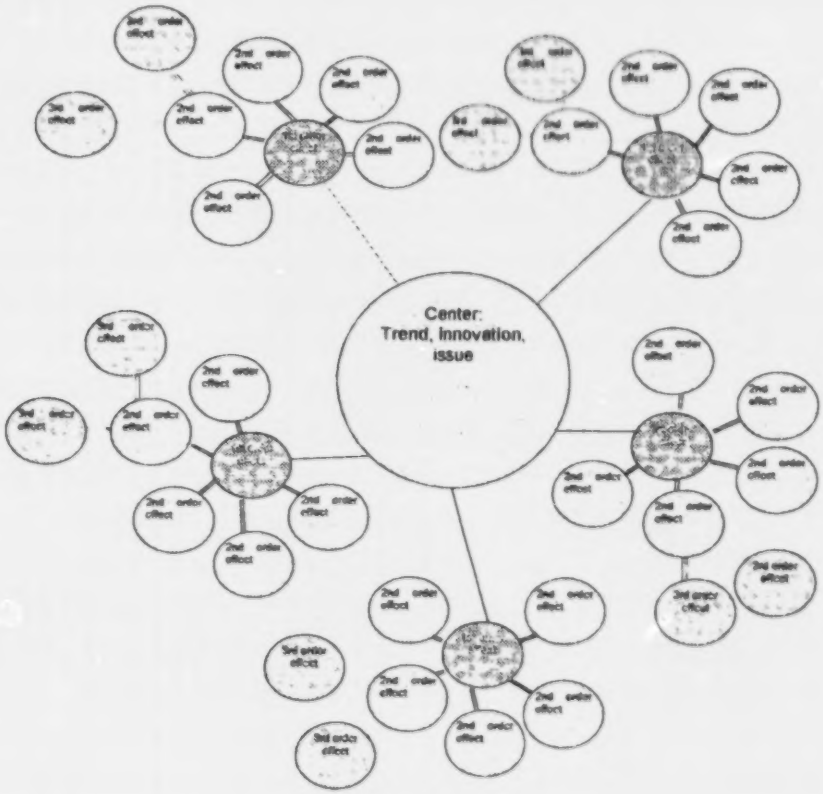
Program Design

The design for the Network was developed according to the general guidelines established by the two founding executives. Belmont employed a program to recruit members, plan programs, and coordinate logistics.

Program goals included designing an environment, forum, and purposeful activities to facilitate the group's determination of learning interests. By soliciting members' interest through surveys and facilitated discussion, the program coordinator developed the basic approaches to network learning.

The Peer Learning Network grew from the idea that we must "look outside our own boxes" for new ideas as well as learn from the experiences of others. This principle has held true throughout the Peer Learning Network's ten-year history and served as the basis for a successful program model. Other educational institutions, both larger and smaller, have successfully replicated the Peer Learning concept. To explore the feasibility of a similar venture, a tool called the Implications Wheel® assisted session participants in assessing the desirability of forming such a partnership.

This strategic exploration through the Implications Wheel® was a highly participative experience. The I-Wheel™ developed by process futurist Joel Barker is a graphic tool that encourages nonlinear thinking patterns as groups explore possible implications of a specific issue. It is used to explore emerging trends, innovations (both technological and social), goals, new policies or changes in policies.



Participants produced first order implications through their input, including those things that might happen immediately upon initiating a peer learning partnership. The facilitators then divided the group into teams of five to create second- and third-order implications built from first-order ideas.

Leaders asked the question "What are the implications of forming a learning partnership with our business community?"

Using preprinted I-Wheel™ forms, teams quickly assembled both positive and negative implications. This stimulated considerable discussion. Some ideas were shared from the Belmont program, but most discussion centered on participants' own ideas, arising from the Implications Wheel®. These ideas exhibited an impressive display of out-of-the-box creativity.

Using the techniques of the Implications Wheel®, participants discovered and discussed the implications of creating a learning partnership with the external business community. Experiencing the Implications Wheel® and considering this strategic question helped higher education professionals think creatively. Additionally, examining one model of community partnership that is self-supporting has enhanced Belmont's reputation in the business community and has brought numerous unsolicited gifts to the institution from our business partners.

BEST COPY AVAILABLE

Creating a Continuing Studies Programming Niche in Community College Leadership Development

Presenters: Jean Foster Herron and Claire H. Major, The University of Alabama

Participants explored the process of developing a continuing studies program to provide leadership training for future community college leaders. Session leaders engaged participants in the topic through a hands-on problem-based learning case. In addition, leaders presented a case study showing how a similar program was successfully developed and implemented. Opportunities for discussion and reflection were a major part of this session.

Today the community college sector in America is a significant "industry" which may be measured by the number and diversity of students served, the number of people it employs, and the impact it has on society in general. Its continued growth and development are leading to a real need for leaders who possess a variety of skills. They need to have good communication, interpersonal, collaboration, decision-making, team building, conflict resolution, and reflection skills (Murrell & Davis, 1991; Townsend & Bassoppo-Moyo, 1996; and Twombly & Amey, 1994). In addition, administrators need an understanding of the environment in which they work (Anderson, 1997, Merriam, 1993, and Bridges & Hallinger, 1996).

The question arises as to how leaders are to develop these skills, since, it is suggested, "No one ever learned how to be a community college administrator by staying around a university" (Colvert as cited in Anderson, 1997, p. 29). Continuing studies programs can help future leaders develop these skills. In order to be successful in their endeavors, continuing studies professionals must identify the need, gain widespread support for the effort, get advice from advisors and experts, find out what others are doing, and then they must develop the program. They must also choose instructional methods that can allow for the contextual learning necessary for leaders to develop these skills.

One innovative instructional approach that continuing studies educators can use to help community college leaders develop these skills is Problem-Based Learning (PBL). PBL is an educational approach in which complex and compelling problems serve as the context and the stimulus for learning. Unlike traditional classrooms, the faculty member is not the sole resource for content or process information but instead guides students as they search out appropriate resources including other experts. PBL provides students with the opportunity to take responsibility for their learning and to gain not only theory and content, but also such advanced cognitive abilities as critical thinking, problem solving, and communication skills. Thus, as a pedagogical technique, problem-based learning promotes the kinds of active learning that can help leaders develop these skills (Herron & Major, 2000).

References:

Anderson, J. A. (1997). Leadership training initiatives for community college administrators: A focused synthesis of the literature. *Community College Review* 24(4), 27-53.

Bridges, E. M & Hallinger, P. (1996). Problem-based learning in leadership education. In L. Wilkerson & W. Gijselaers (Eds), Bringing problem-based learning to higher education: Theory and practice. *New directions for teaching and learning* 68, (pp. 53-61).

Herron, J. & Major, C.H. (2000). The First Alabama Community College Leadership Academy. *Alabama College Association Journal* 17 (1), 8.

Merriam, S. B. (1993). Adult learning: Where have we come from? Where are we headed? In S. B. Merriam (Ed.), An update on adult learning theory. *New directions for adult and continuing education* 37, (pp. 5-13).

Murrell, P. H. & Davis, T. M. (1991). Visions and priorities: The future of higher education doctoral programs. In J. D. Fife & L. F. Goodchild (Eds.), Administration as a profession. *New directions for higher education*, 76 (pp. 103-113). San Francisco: Jossey-Bass.

Townsend, B. & Bassoppo-Moyo, S. (1996). The ideal community college academic affairs administrator: An inside view. (Paper presented at the Annual Conference of the Southern Association for Community College Research). Panama City, FL. (ERIC Document Reproduction Service ED 397 863)

Twombly, S. & Amey, M. (1994). Leadership skills for participative governance. In G. A. Baker III (Ed.), *A handbook on the community college in America* (pp. 268-296). Westport, CT: Greenwood Press.

WorkerCAP - the Worker Centered Assessment Process - A Process that Works

Presenter: Roger Manning, Odessa College

How do you go about developing training for business and industry? This basic question has vexed many continuing educators. In Australia's Technical and Further Education programs, Tony Anderson and Neil Jones have researched how to speed up data collection and data analysis for curriculum development. Through using group process methods in facilitation workshops, Anderson and Jones identified methods for collecting and analyzing data for the purpose of curriculum development.

The methods that they identified are: the search conference method, Delphi, DACUM, critical incident, and force field analysis.[1] Using their methods and adding the nominal group technique to their list, I developed a model, along with Donna Rowland, that incorporated their methods of data collection and analysis, to which I added curriculum development, implementation, and evaluation and self-reflection. The model takes into consideration the internal and external environment.

Through using the data gathering and assessment techniques, you could quickly and accurately assess training needs with business and industry, develop curriculum that satisfied their needs, and produce documents that satisfied evaluation needs.

The model had one very unexpected outcome. Accountants and engineers, people who appreciate orderly processes, were intrigued with the model's potential.

After using the model for some time, some elements were added that made it more beneficial. In Zemke and Kramlinger's book a flow chart demonstrates the use of various elements.[2] Using their information combined with the model further speeds up the process.

A further element of working with the model is one that most continuing educators face–How do you develop training for a task that may be unfamiliar to you? Typically I use two resources to deal with this issue. The first and most unlikely resource is to look at the children's book and software developed by David Macaulay, The Way Things Work.[3] The book and the software present many basic concepts of science and engineering. These basic concepts are the building blocks for manufacture today. Often enough material was found from these two resources to understand business representatives' needs. Also, the Internet has proved a valuable resource for researching companies.

The Worker Centered Assessment Process is well researched, takes into account internal and external environments, allows for reality checks with the workers and managers involved, and gives one a reasonable process that can be improved upon in time. I have found it invaluable in working with business and industry.

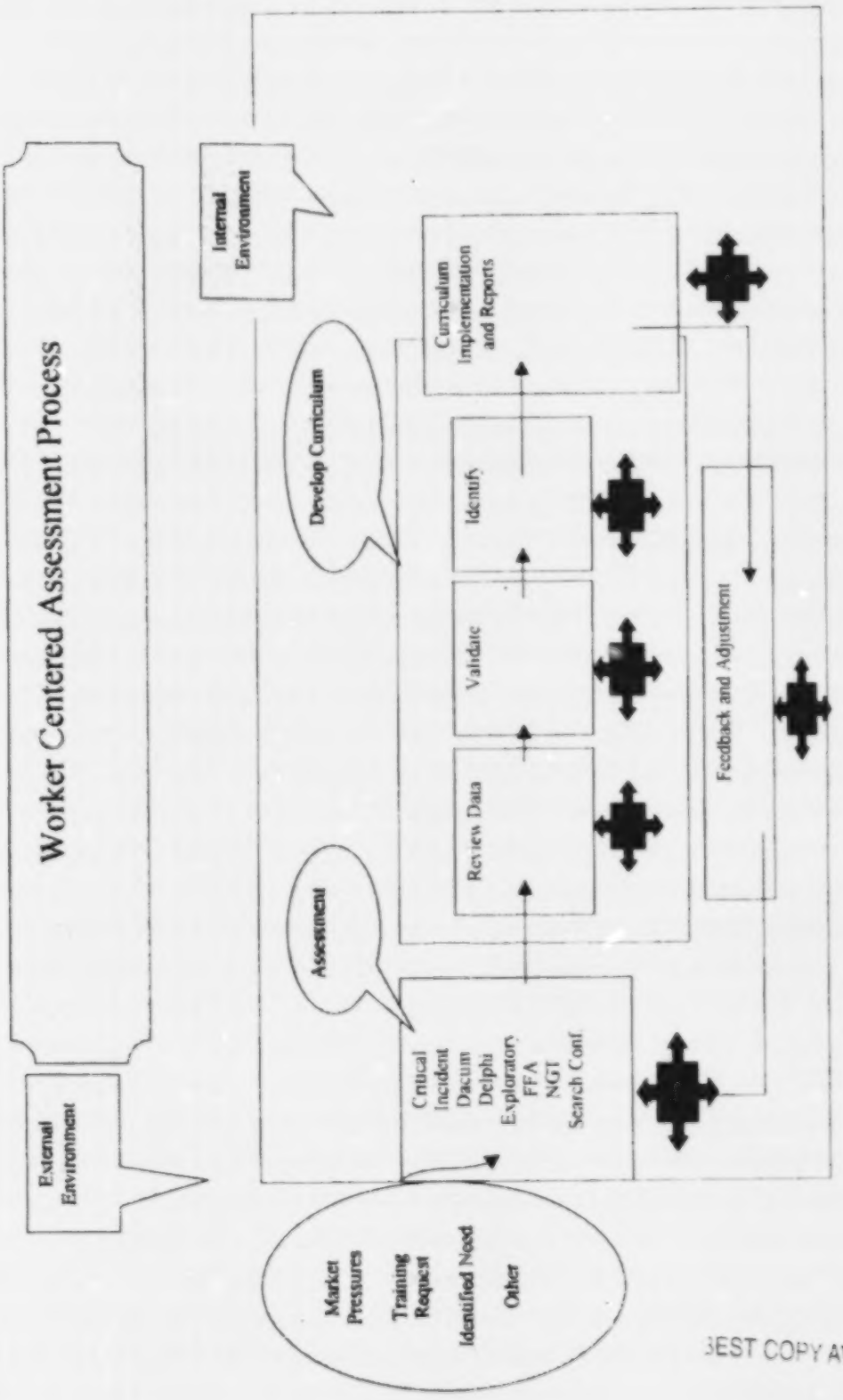
Table 1: The Assessment Techniques Related to Presenting Problems.

Assessment Technique	Presenting Problem
Critical Incident	Task is defined, but, not being performed correctly
DACUM (Modified)	Known task; can be analyzed step-by-step
Delphi (Modified)	Uncertain future; experienced experts available, but disagree
Exploratory	Problem is vague, lots of unknowns
Force Field Analysis	Complicated situation; many conflicting opinions
Nominal Group Technique	Problem is known, many differing options
Search Conference	Problem is known, options uncertain

[1]Anderson, T. Jones, N. (1986) TAFE Curriculum Research: A Review of Group Process Methods. ERIC No: ED282002 (Available from: Nelson Wadsworth, POB 4725, Melbourne, Victoria 3001, Australia)

[2]Zemke, R. Kramlinger, T. (1982) Figuring Things Out: A Trainer's Guide to Needs and Task Analysis. Addison-Wesley, Reading, Massachusetts.

[3]Macaulay, D. (XXXX) The Way Things Work. Houghton Mifflin



BEST COPY AVAILABLE

Creating Your Vision as Teacher-Performer-Architect

Presenter: Rebecca S. Sterley, Indiana University of Pennsylvania

Albert Einstein expressed teaching as "to awaken joy in creative expression and knowledge." Educators will face an increasingly diverse student population as our new century unfolds. To help effect a positive shift and change in educational delivery, and to empower the circle of learning, we need to be Dynamic Thinking Educators and Learners. We need to actively call upon our imaginations, creativity, exploration, and innovation. Sometimes we need to re-live experiences in order to be inspired (i.e. to shift our thinking) by the thoughts and feelings they evoke in us.

We need to spend a little energy and time to examine and consider what is viable, what is outdated, and what needs to be changed, in order to meet the growing challenges of our classroom communities. A professional dedication propels us beyond routine classroom stories to exciting success stories. Successful learning communities are committed to the students and are seeking ways to strengthen the arena of learning.

It is about knowledge delivery and about students judging their education by what happens in the classroom. If knowledge is the dominant value of teaching, then teachers are the embodiment of knowledge. Knowledge gathered, collected, and assembled with continuous new discoveries, insights, and ideas. Teachers are performers of knowledge. Each is the creator, master, and heart of their course.

For teachers and learners alike, this learning session is designed as a combination of emotional journey and enlightenment. Each participant is guided through the self-assessment "game", *Dynamic Thinking*. As we travel together, theory is woven in: components of effective instruction; adding zest to your course and classroom; increasing learning involvement; and how to make it interesting even when the learners think it isn't. Conference participants have fun while learning!

We explore the fact that the classroom is the stage for face-to-face education and interaction between the teacher and the students. The courses are performance art, the acting out of knowledge, and the desire to pass it on to the students. It is a joint performance between the teacher and the student, a learning partnership that can be extremely meaningful and relevant. We are always seeking new ways to strengthen the effectiveness of interaction and delivery.

Game Part I is "Caught In the Box". To evoke thoughts and feelings that may help raise self-awareness for eliminating traditional learning barriers, participants re-visit a past course that has "haunted" them due to the experience and/or outcome, a course that has the lingering taste of disappointment. This exercise walks us through introspection and reconnection to the old and frustrating classroom days and ways. We will discover that it is too easy to lapse into what is convenient, than to do what is best for the students.

Game Part II is "Box-Break-Out". Now we explore a myriad of exciting ways for classroom information connection and demonstration. The classroom is a continuously challenging community, presenting a mosaic of different student populations, with an array of student learning styles. What may be an effective teaching/learning style fit for one individual student is certainly not a situation where one fit matches all!

The quality of face-to-face interaction and active learning provides memorable, relevant, and meaningful experiences for students. Through exploration, participants will extract what they need or desire for building stronger, more viable and sustaining classroom communities, which will strengthen the learner and teacher partnership. The challenge to each participant is that you possess creativity, inventiveness, skill and dedication; now, you just need to follow through on your motivation by weaving gleaned ideas into your teaching style, skills and practices.

We conclude with application: Creative Visioning to Re-Energize and Re-Fuel for strengthened academic delivery and success. Learners and teachers alike will experience a journey of revelation, discovery, and enlightenment! Whether you are seasoned in your teaching profession, or just entering, prepare yourself to construct, launch, and conduct a successful class with new information and strategies for transformation. Return to your classroom to incorporate your new creative approaches. Be admired and appreciated for your refreshing changes as you use your talent, dedication, flexibility and adaptability to spice up your teaching classroom and enhance the learning experiences of the students you serve.

Higher Education and Older Adults in Your Community: Continuing Education's Leadership Role

Presenter: Terry B. Foster, University of Southern Maine

Within the past few years, colleges and universities have encountered a new market of older adults. These older persons are living longer, healthier lives. With the average life expectancy increasing over 60% in the past 100 years, retirees have moved from passive to active lifestyles.

In the past, the academy has generally offered older persons short-term learning: lectures, Elderhostels, and trips. In some cases, free tuition for academic courses has been granted.

Continuing education is now called upon to create learning programs for older adults which become a part of the fabric of their lives. These persons want to honor education in a way we never anticipated in the 1970s when we started pushing the term "lifelong learning." They want to explore academic subjects they couldn't explore in high school or college. They want to fill knowledge gaps and delve into new subject areas. They don't want grades, exams, credits, or degrees; they just want to learn for the joy of learning. They want to do this with peers who value learning, sociability, and meaningful pursuit within a safe and welcoming environment.

We have rich opportunities to develop programs to meet the needs of the aging community. The by-products for society are tremendous. By developing such programs, we foster a knowledgeable and more healthy population. Accepting a holistic approach to living, we honor the belief that mind, body, and spirit are one. Healthier minds promote healthier bodies and spirits. The end result is reduced health care costs and the enrichment of a vibrant segment of society.

Forging partnerships with this community to create programs is not problematic. Why not?

- The community is growing
- The community has little concern for learning to make a living
- The community can make time commitments
- The community is willing to utilize institutional space at "down times"
- These students will never "graduate"
- They possess a plethora of skills and knowledge and are willing to volunteer at all levels
- They are eager to take advantage of all kinds of university events and programs

Creating programs for this population broadens our involvement in the larger community and serves as a catalyst for great public relations. One byproduct, for public institutions especially, comes from tapping this community to influence legislation to benefit your institution. To every institution, public or private, older persons offer advancement offices an expanded pool of potential donors already committed to the institution in vital ways–a new kind of alumni.

First, forge partnerships with existing segments serving the aging community. Start on your campus. Are there programs already serving this group? At the University of Southern Maine we discovered three programs: a lecture series for older persons, an Elderhostel sponsored by the conferencing department, and a wellness program. We brought these programs "on board" from the start. Second, form partnerships with the existing advocacy and social groups in the aging community: the Area Agency on Aging, AARP, retirement communities, social and religious programs for older adults, and local and state government. (After our first year of programming, conversations with state legislators resulted in an annual commitment of $150,000, provided that we promote the philosophy of our program across our state).

There are less obvious partners. Form partnerships with local businesses to provide discounts to students in the program or provide program facilities for certain emphases. Approach the arts and entertainment community to initiate special programs. Contact the Humanities Council in your state. Many of the contacts needed can be provided by persons from the aging community.

To craft your academic program for older learners you must:

- Gain unequivocal support from top university administration
- Recruit key persons from the aging community to plan the program and give credibility
- Work out space issues with your campus (including parking)
- Enlist promises for lots of advance publicity
- Consider affiliation with the Elderhostel Institute Network (based in Massachusetts)

Your planning group will have work to do. Plan for an unexpected level of success! One way to bring in the entire community right from the start is to host an open house to present the philosophy to your target population. Expect a large turnout if you have done your homework and the university is solidly behind you. Have the top administrator or your campus welcome the gathering and enlist key older community leaders to speak. Keep talks simple and to the point. Provide food and entertainment. Most importantly, provide attendees with a survey which asks some very basic questions:

- What academic subjects interest you?
- When are you available for programs?
- Are you interested in teaching?
- Are you interested in volunteering to assist with this program?

Be sure to include a "comments" section.

After the open house, plan your first semester's program. Allow four to six months to pass before you actually begin the program so that you have time to plan and build momentum. By analyzing the surveys, you can select course areas based on interests, pick time frames based on preferences, and, of course, glean faculty and volunteers. It is suggested that you do not pay instructors. Many persons will teach for the love of learning. Many will be retired academicians. Give faculty "perks" and reward

other volunteers, but resist giving monetary compensation.

Students want "perks" too. A shared meal or social activity surrounding courses will receive positive responses from them. Be sure to plan special events throughout the term.

After you select the courses, dates/times, faculty, and volunteers, set a date to start. Courses should run no less than six but no more than ten weeks. Two hours per session is suggested.

You might consider learning opportunities for home-bound individuals. This can be done by utilizing existing technology. Consider producing video-tapes or using cable networks. Explore compressed video sites, especially with retirement communities, provided this technology is available. We decided that our initial attempt at "distance education" would be in the form of web courses. Our decision was based on the realization that these are:

- Easy to institute
- Cost effective
- Accessible to a growing number of older learners
- Time independent
- Geographically neutral
- Provide "chat rooms" which aid sociability

To pay for a program is not difficult. We asked our institution for a start-up budget of $5,000. Ultimately we did not tap this budget. A small grant and scholarship funds were locally obtained and were of immense assistance. The response to the program was phenomenal, thus, small tuition fees and the grant paid all costs in the first year of operation. Our institution provided staff time, rooms, lights and water, etc., but no direct funding. A financial plan, however, should include a request for start-up funds. If top administrative support has been gained, this should not present an insurmountable obstacle. Also, an early link with the advancement division on your campus is advisable. This office can assist with leads and advice.

Institute an annual membership fee in addition to tuition. This fee should be nominal, but it is important that every interested individual "buy into" the philosophy. Lowering tuition for second and third courses is advisable. Offer scholarships to those who cannot afford to participate. Be sure that no one at your institution looks on this program as a "cash cow!"

A continuing education administrator should be assigned to oversee this program. In no way should the task be just "tacked on" to someone's responsibilities. To achieve release time for managing this program, sell the overall gain to your college or university on the benefits that will accrue to it by starting such a program. The rewards are truly innumerable!

[Note: The presentation ended with a professional video on the Osher Lifelong Learning Institute (formerly "Senior College") at the University of Southern Maine. *Terry Foster is one of the founders.* This program was the winner of ACHE's "Distinguished Non-Credit Program Award of 2000."]

Dancing With Your Competition: Up Close and Personal

Presenter: Louis R. Jensen, Indiana State University

Participants learned how a partnership was developed between the U.S. Open University and Indiana State University for the Web-based delivery of a joint bachelor's degree completion program in Business Administration. Administrative, academic delivery, financial, marketing, and student services issues were discussed in relation to the development of a successful partnership. Advantages of partnering were discussed from each institution's viewpoint. There was ample opportunity for open discussion and questions and answers. This was a valuable session for institutions considering partnership arrangement with other institutions.

So You Have More Nontraditional Students Than Ever, Now What? Strategies for Assessing and Meeting the Competing Needs of Nontraditional Students

Presenters: Kelli E. Pugh, Bobbie A. Walls, and Susan Zink, Wayne State University

Like many other colleges and universities, Wayne State University (WSU) has experienced an increase in the number of nontraditional students demanding educational opportunities that include off-campus courses, evening programs and alternative modes of course delivery. The College of Lifelong Learning (CLL) at Wayne State University has had long-standing commitment

to serving the needs of nontraditional students. This commitment is evident in CLL's mission statement: "The mission of the College of Lifelong Learning is to inspire and facilitate participation in learning across the course of life. It offers bachelor's and master's degrees, certificates, noncredit programs, short courses and corporate training, delivered through an array of innovative, traditional, and flexible instruction and advising strategies designed to maximize access to higher education for the nontraditional student."

In an effort to better serve nontraditional students, CLL initiated a Comprehensive Center model for off-campus credit programming operations in 1992. The purpose of this model was to consolidate existing extension sites into three or four strategically located comprehensive centers, offering full degree programs and a wide range of student services. The goal of this model was to carry out WSU's urban mission, by providing educational access to nontraditional students. This being accomplished through meeting the educational needs of individuals whom because of multiple demands in their lives; such as, work, family, and location are unable to participate in traditional courses of study on-campus.

In 1996, CLL conducted a Self-Study in which the strengths of credit programming were identified, as well as several aspects of WSU extension credit programming that were in need of improvement:

- The deteriorating condition of some extension centers.
- The need for additional support staff to handle the increased workload those comprehensive centers require.
- The demand for more technology assisted courses, such as computing laboratories and interactive video classrooms.
- The increase in the number of courses offered at extension centers.

In response to the 1996 Self-Study, CLL conducted a needs assessment of extension students addressing the identified areas in need of improvement. The assessment occurred during the Fall 1997 semester. The purpose was to clearly define CLL's target audience, to determine which programs and services extension students need and desire, to ascertain if changes needed to be made to current scheduling patterns, and to measure satisfaction with current facilities.

Significant progress has been made regarding the areas of concern as outlined in the 1996 Self-Study. However, other areas remain priorities of the college. In order to monitor the needs of extension students, address current trends among nontraditional students and evaluate priorities, the college determined that it could be achieved through the regularly scheduled administration of extension student surveys.

The second assessment of extension students occurred in Fall 2000, coinciding with another college wide Self-Study. The objectives of the assessment were to add to the current demographic data regarding extension students, as well as, extension facilities; programming needs; summer sessions and technology-based courses. The underlying drive of this assessment was that through a more complete understanding of nontraditional students, CLL would be better at serving them as well as marketing appropriate programs.

Participants of this session learned how to translate the goals and objectives of their college/university into action. They also gained valuable information on effective ways that research can be used in shaping programs for nontraditional students. The goal to not collect data that sits on the shelf, not being used. It is through evaluation that we are able to determine which factors and programs are viable to our largest customer, nontraditional students. Accomplishing these things allow us to effectively market programs in a highly competitive arena.

Building Solid Communities: Some Ethical Issues and Implications

Presenter: Bernard J. O'Connor, Eastern Michigan University

It is one of the most prevalent terms encountered in modern academe. But is there consistency in the definition and application of that term? Moreover, when a course is taught under the auspices of Continuing Education, are there ethical implications that arise solely because of the uniqueness of the context? The intent of this session was to address questions such as these, and to identify a possible series of practical steps for the recognition of what constitutes the ethical content of a theme. This session examined the multi-layers of meaning which characterize any course offered by Continuing Education.

By the use of various scenarios, participants acquired a 'hands-on' experience of simplifying a rather challenging area of concern. A solid community presumes that it is being built upon a solid ethical foundation.

Delivery of Degree Programs Off-Campus (Or, Whose Needs Are We Trying to Meet?)

Presenters: Mary Jane Hamilton, Ardmore Higher Education Center; Robin Plumb and Greg Plumb, East Central University.

Introduction and Scope of Presentation

As far as we can determine, there is no list of colleges and universities that have no off-campus location – no distance education, no branches, and no partnerships with other universities. One cannot search ERIC to determine who doesn't go off-campus. But, anecdotally, we venture to guess; each of us could name more colleges and universities that DO participate in some form of off-campus instruction.

Oklahoma's Learning Site Initiative

In 1998, a study was conducted by the National Center for Higher Education Management Systems (NCHEMS). The study showed that 93 percent of Oklahoma's population is within 30 miles of an existing campus or site. However, 63 percent of Oklahoma's 77 counties have unmet higher education needs of some kind. These educational needs are in low population areas for the most part, although there are areas of the state (including population centers with large postsecondary institutions) that have unmet needs in certain programmatic areas. The creation of new centers, branch campuses, or other traditional higher education sites is not warranted (OSRHE, 1999).

The Oklahoma State Regents for Higher Education have designated each of Oklahoma's 25 public colleges and universities and the two higher education centers as learning sites. This policy was put into effect on January 1, 1999. The designation requires that higher education needs in the region should be met either through programs offered by the responsible institutions or by another institution. Each institution is responsible for identifying the educational needs in their own respective communities and they are to utilize the programmatic and course expertise of sister institutions (OSRHE, 1999) in those instances in which the local institution does not offer the needed course or program.

In order to achieve the mandates set forth by the State Regents, the following state goals were established:

1) Improve the quality of life of Oklahoma citizens
2) Improve Oklahoma's rankings on national economic indicators and achieve a condition in which Oklahoma's growth rate on national economic indicators is consistently above the national average

Ardmore Higher Education Center

Established in 1974 as a pilot program and codified three years later by statute as part of the Oklahoma State System for Higher Education, AHEC is charged with meeting the higher education needs of Ardmore and its surrounding community by partnership of four colleges and universities. The original goal of Ardmore community leaders during the 1960's was to establish a college in Ardmore, primarily for geographical, economic development, and workforce improvement reasons. The governance of AHEC is by a Board of Trustees appointed by the state's governor and approved by the state Senate. As indicated in the discussion of the "Learning Site Initiative," Oklahoma values access to higher education by its citizens, but by using resources already in existence. Thus, in 1974 when multi-institutional sites were virtually non-existent, it was a very innovative and nontraditional idea to "broach the territorialism" of one junior college and two universities to offer a seamless educational program in which freshman to graduate students could earn associate, bachelor, or masters degrees by taking classes from one or all of the participants. Classes were primarily in the evening in the areas of general education, business, and education. An NCHEMS (National Commission of Higher Education Management Systems) evaluation in 2000 concluded the effect of AHEC on Ardmore's city of 25,000 and on the surrounding towns and communities was significant and positive. However, AHEC administration had perhaps become more a representative of the institutions teaching courses and less an advocate for the needs of the community. This along with the ability of AHEC to award financial aid for students enrolled in Ardmore and hiring of advisors who would represent the students rather than the institution were significant recommendations for change.

Motivation for Off-Campus Classes

Offering programs that appeal to nontraditional adult students is prevalent in most off-campus efforts. The community may have appealed to the university on behalf of workforce and economic development; the university may have identified an additional student base. Allowing students to "learn" in locations accessible geographically at times available to them is paramount. Marketing total degree programs to "cohort" groups of students is often a university priority. Many of the degree programs offered are in business and professional areas attractive to employers who may participate in tuition reimbursement programs. Revitalizing a city core area or converting (thus saving) historical landmarks are often goals of community leaders lobbying for higher education facilities. In many instances, it becomes the city's responsibility to provide and maintain facilities for the off-campus programs. Adding bachelor and master degree options to existing community college offerings is often a motivation. For state policy makers, the utilization and sharing of existing education resources rather than the construction of additional colleges and universities is often

the greatest concern. Addressing constituent concerns is often the goal of political leaders in interceding to obtain higher education in a political subdivision. Recognition that availability of higher education opportunities in an area often changes resident's attitudes toward the value of such degrees is another motivation of state policy leaders. No community wants to have a less than average percentage of adults with bachelor degrees in the next census. No community wants to be "the largest city" in an area without higher education availability

Conclusion

The continual increase during the past quarter-century in the numbers of off-campus, multi-institutional campuses reflects a continuing trend of partnerships among higher education institutions. Governance and administration varies. As with any partnership, it can only continue to exist as long as the goals of each party are met. A community's goals, the student's desires, and the university's purposes must be met. The recognition that securing a degree at a multi-institutional off-campus site is not the same as on-campus or at a single branch site is critical! A seamless transfer of credits among the participants is essential. Academic advisors who understand and accept the student's use of courses from several institutions to achieve ultimate goals are critical. A careful analysis of data, community needs and students to be served is essential before a university commits to offering programs in such a system. Finally, an administrative commitment to continual support of those programs (in both good economic times and bad) is the critical element to quality and success.

Dennis Jones (NCHEMS) states the future outlook this way: "As more and more students are found among the ranks of place-bound adults, and as more and more communities demand a 'gateway' to postsecondary education for reasons of economic development and enhanced quality of life for their citizens, learning sites will become increasingly important elements of the overall higher education infrastructure in a state. They are the wave of the future. These sites will be maximally beneficial if (1) they represent the needs of clients rather than educational providers and (2) they are not captive of any set of providers. They must be free to form partnerships with whatever institutions can provide programs that respond to community needs."

Making Innovative Programs Compelling or How to Take an Idea and Turn it into a Successful Niche

Presenter: Bob Palestini, St. Joseph's University

Adult continuing education seems to be in a continual state of flux. Its constituencies seem to have constantly changing needs. There is no dearth of solutions, however. Program developers have come up with a variety of programs that they claim will meet the adult learners' needs. Up until now, however, a major problem has been how to make a compelling argument for the appropriateness of these new and sometimes innovative programs.

Developments such as distance learning, accelerated programs, weekend colleges and corporate partnerships all have their advocates. Pilot programs using these approaches have proved successful. The frustration lies in how to implement these approaches more universally. The challenge, then, is making innovative programs compelling to both internal and external stakeholders and turning them into successful niches for the institution. In a nutshell, the issue becomes: how do we successfully prepare our institutions to accept **change**?

Human instinct seems to prefer the status quo. Intellectually, however, we all seem to realize that to progress, we need to experience change. But when dealing with the process of change, we seem to operate on a visceral level. Nevertheless, if our institutions of continuing education are to progress, we need to overcome our instincts and accept change and operationalize novel approaches to educating our adult learners.

An Integrated Approach to Change

Through the process of trial and error, I have developed my own process for change. It is termed an *integrated change process* because although there are distinct steps in the process, the key to successful implementation is that many of the steps are implemented simultaneously rather than sequentially. The ten steps suggested are these:

1. Establishing a climate for change
2. Assessing a need
3. Creating a sense of urgency
4. Assessing favorable and opposing forces
5. Selecting alternatives
6. Promoting ownership
7. Providing staff development
8. Operationalizing the change
9. Evaluating the change
10. Institutionalizing the change

A Case Study

The case study that we will use involves the inauguration of a doctor of education degree in educational leadership at a small traditional liberal arts university. The university had a 150-year history of providing a liberal arts education to traditionally-aged undergraduate students. Although the university had been offering Master's degrees for over 30 years, the school culture is one of traditionally-aged undergraduate education. Graduate programs are barely tolerated. The strong belief is that significantly increasing the emphasis on graduate programs, especially doctoral programs, would alter the "character" of the institution and take already scarce resources away from the traditionally-aged undergraduates. Obviously, there was great opposition to the consideration of a doctor of education degree, even though it would provide the university with a chance to create its own unique niche in the adult student market.

According to the integrated change process suggested here, the first step is to establish a positive *climate* for change. In the case of the doctor of education proposal, the positive climate for change was established in three basic ways. First, the need for change was *articulated* early and often. Second, a tolerance for change was *modeled* by those leaders ultimately responsible for inaugurating and implementing change. Third, and most importantly, an environment of *trust and respect* was established. It has been my experience that without trust and respect, no change can be effectively implemented. On the contrary, in an environment of trust and respect, even faulty programs will be accepted–a scary thought, indeed.

As early as a full year before the doctoral program was suggested, the groundwork for such a change was being prepared. At various faculty meetings, convocations, and professional development sessions, Edwards Deming's principles of *Total Quality Management* were espoused, with primary emphasis on his notion that "continuous improvement" was a staple for the healthy institution. The point was often made that continuous improvement assumes change, and that an academic institution is no different from any other organization in its need to respond to the changing trends in the marketplace. Because of the strong resistance to change, we established those principles that we considered to be the essence of our mission, and, therefore, not subject to change. Such fundamentals as a liberal arts core, care of the individual, and the development of men and women for others were identified as core values that would not be altered. However, most everything else was considered to be accidental, and, therefore, subject to change. So the need for a positive view of change was clearly *articulated*.

At the same time that we were articulating the need for change, we set about our efforts to *model* a tolerance for change. We implemented a number of more minor changes to improve the education and services that were provided to students. The Student Services Office was redesigned to provide "one stop shopping" for students. Whereas students needed to go to three separate offices to register for courses, pay for the courses, and obtain financial aid, the new office provided all three services in one place. Academic changes were also made. We inaugurated two new Master's degree programs, converted to one-night-per-week classes for part time students, developed an accelerated degree program, and inaugurated a new Weekend College. In all of these changes we were careful to seek and obtain faculty input and to closely follow all of the steps suggested in the integrated change process. Thus, we went about *modeling* a healthy tolerance for change.

At the same time that we were articulating the need for change and modeling a tolerance for change, we set about establishing an environment of *trust and respect*. We developed the changes indicated above with major input and full approval of all sectors of the university community. Care was taken to be certain that equity and fairness prevailed. A sense of good will on every constituency's part was established. Our clear focus was on meeting the changing needs of our customers, the students, and providing for the long-range good health of our institution. Since we had earned the trust and respect of our colleagues, clearly *articulated* the need for change, and *modeled* a tolerance for change, we, in effect, had established a positive *climate* for change, which would prove invaluable in the final outcome of the pursuit of the doctoral program. The first step in the integrated change process had been accomplished. The presentation further demonstrated in detail how the remainder of the steps in the integrated change process needed to be implemented and how, as a result, many innovative programs could be made compelling and turned into successful niches for your institution.

Connecting Institutions for Distance Learning

Presenters: Nancy H. Leonard and Kathy Martin, Lewis-Clark State College; Lynn Penland, Bonnie Daly and Jennifer Graban, University of Evansville.

Introduction

In the early days of distance education there was no particular need to consider collaboration. In the late 1800's, during what is now referred to as the first generation of distance learning, the only medium used was print. Programs relied on mailing print materials between the institution and the student. Distance education was relatively inexpensive and easy to administer. As distance education evolved and moved into dependence on computer use, including highly sophisticated high-bandwidth computer

technologies, administration of distance education became much more complex and very costly. In that evolution, collaboration insinuated itself into the process. Required investments were simply beyond the scope of many individual institutions, particularly smaller ones.

According to National Center for Education Statistics (US Department of Education, 1999) 78% of 4-year public institutions and 19% of 4-year private institutions now offer distance education. 87% of schools with 10,000 or more students and only 19% of those with fewer than 3,000 students offer distance education. Most schools do not have large distance education programs. 26% enroll fewer than 80 students per year, and 56% enroll under 300 students per year. The relatively small enrollments may make it even more difficult to make the distance education programs be cost effective, and in fact, one of the major reasons that smaller schools are less likely than larger schools to offer distance education is the investment involved in technology.

A variety of creative partnerships have been formed over the past one to two decades in order to make technology-based distance education possible. Most obvious are partnerships between several or all institutions within a state. There are many such examples of statewide networks: California Virtual University, the Utah Education Network, the Ohio Learning Network, Virtual College of Texas, and the Indiana Higher Education Telecommunications System (IHETS), to name a few. In some cases, collaborations cross state lines, as in the Western Governor's University and the Southern Regional Education Board. Not infrequently the collaboration can extend even farther, across national borders such as the partnership between the University of North Carolina and the University of Oulu in Finland and the one between institutions in Sri Lanka and Hong Kong.

Another common model for collaboration is between an institution and a commercial venture. Examples of this model abound: BBC with Fathom Knowledge Network and Columbia, IBM with Wisconsin Indianhead Technical College System and Ashland High School, and Intel and TRW with Cal Poly Colleges of Business and Engineering.

Smaller schools find themselves in a dilemma, fearing they cannot afford to undertake today's technological distance learning because they do not have sufficient resources, but fearing they cannot afford not to because of the demand. Distance education has gone from a very low profile enterprise rarely mentioned or acknowledged within the college to a very high profile one discussed at nearly every major higher education gathering across the country.

At the University of Evansville we were one of those smaller institutions (around 2300 students) in such a dilemma. Unable to launch a major technology based distance education program we began casting about for a plan to introduce a few selected on-line courses for our adult students. We hit upon the model of collaborating with another institution. Since the class would be a distance one, it seemed unimportant where the professor was located. Of greater importance was finding a good teacher who would make the experience a good one for our students.

Description of the Collaborative Effort

Introductory management, taught as an online class by a professor from Lewis-Clark State College, was designed to be offered to students at the University of Evansville. The class was also opened to students at the professor's institution.

Advantages and Disadvantages

1. For students - The advantages and disadvantages of the collaborative on-line course are the same as for any non-collaborative on-line course. Our students liked the convenience of working from home at a time that fit their individual schedules. Many felt they were able to take two courses rather than only one, because the on-line course work provided greater flexibility. On the other hand, however, our students missed having the opportunity to interact face-to-face with their instructor and their classmates. They missed the social aspects as well as the learning value of being a part of the face-to-face group. From the students' perspective, there were no disadvantages of the collaboration effort. The advantage, although not seen as a major one, was the opportunity to be in conversation, albeit on-line, with students from across the country.

2. For institutions - The advantage for the schools is the ability to offer an on-line course for its students at a cost no greater than offering a traditional evening course, the ability to offer a class with a small enrollment, and the opportunity for a small amount of additional revenue. The only possible disadvantage is the reaction of on-campus faculty who sometimes prefer that classes be offered by regular full time faculty. The disadvantages of offering courses collaboratively with other schools include the additional time for coordination of the class, registration, technology, and trouble shooting from a distance.

3. For the professor - Advantages for the professor include the ability to offer a larger online class because of an enlarged pool of students who enroll from two institutions rather than one. In addition, the online discussions can be enriched by the diverse perspectives represented by students from different geographic regions of the country. Also, the cooperative online class can provide a source of additional income for the instructor.

Issues

A number of issues related to offering an on-line class using collaboration between two institutions were discussed. Questions were raised about compensation for faculty members and about intellectual property rights in this type of collaborative program.

Suggestions for Successful Collaboration

1. Recruiting a Partner - Networking is probably the most promising method for recruiting a partner. Friends and

professional colleagues may be able to recommend instructors who have developed online courses in the past or those who may be eager to offer an online class for the first time.

2. Technology Support - Even if you are offering only a class or two on the web and if the professor is at another institution you will need good technology support. Two of the top three reasons keeping institutions from starting or expanding distance education course offerings relate to technology: equipment failures and limited technological infrastructure to support distance education. (US Department of Education, 1977)

Summary

Offering an on-line course collaboratively by two institutions is a cost effective, manageable way to make technology-based distance education available for a limited number of courses. The collaboration offers each institution the opportunity to provide a greater variety of courses than would otherwise be possible, because it solves the problems of budget restrictions and availability of qualified and willing instructors.

Research Committee Presentations

Faculty Experience and Perceptions of Training and Development Initiatives for Effective Distance Teaching

Award recipients presented their research findings on trends and developments in adult and continuing education. Sponsored by ACHE Research Committee.

People+Programs+Partnerships=Professionalism

Presenter: Cheryl Knight, Appalachian State University

This session emphasized "partnership" for building professional development programs that prepare qualified adult instructors. The collaboration between the North Carolina Community College System and the Adult Basic Skills Professional Development Project at Appalachian State University forges quality training programs and materials for adult trainers, instructors and tutors. The successful partnership was described and supplemented through the use of project materials especially designed for workshop training. Participants discussed applications of the model.

Part Three:

Business Meeting and Appendices

Sixty-Third Annual Meeting

Association for Continuing Higher Education

November 3 - 6, 2001
Vancouver, British Columbia, Canada

Call to Order
President Nancy Thomason called the Association's 63rd annual meeting to order at 1:00 p.m. (PST), Sunday, November 4, 2001, at the Pan Pacific Hotel in Vancouver. She called the business session to order at 11:00 a.m., Monday, November 5th, and recessed it at Noon. She re-convened the session at 7:00 p.m., Tuesday, November 6th. New president Robert Leiter adjourned the session at 9:30 p.m.

Minutes
President Thomason introduced the head table and Wayne Whelan, Executive Vice President, asked for approval of the 2000 annual meeting minutes as published and distributed in the 2000 *Proceedings*. Paula Peinovich's motion to approve the minutes passed.

Membership Report
Executive Vice President Whelan presented the membership report (Appendix A). The printed report was also distributed to the members present. Regis Gilman's motion to approve the report passed.

Financial Report
Executive Vice President Whelan presented the summary report of the Association's revenue, expenses, reserves, and fund balance as of August 31, 2001. A printed report (Appendix B) was distributed to the members present. Phillip Whatley's motion to approve the report passed.

Nominations and Elections
President Thomason reported on the 2001 election procedure and results. Those elected were: president-elect, Allen Varner; vice president, Jerry Hickerson; directors-at-large (three-year terms), Lisa Braverman and Dennis Parks. She advised that the Board had appointed Phil Sisson as director to complete a one-year term created by the retirement of David Copeland.

Budget and Finance
Phillip Whatley, Chair of the Budget and Finance Committee, gave an overview of the 2001 fiscal year through August 31, 2001, noting that end-of-year operating expenses are forecast to be at or slightly below what was budgeted. Overall revenue was forecast to be over what was budgeted. He noted that for the 8th consecutive year the external audit management letter included no findings, exceptions or recommendations. Phillip especially commended Irene Barrineau for her stewardship and responsiveness regarding the Association's financial operations. He presented the committee's proposed operating budget for 2002, emphasizing that it did not include a dues increase. He also advised that the Board of Directors had reviewed and endorsed the proposed budget. Printed copies were distributed to members present. Phil moved the approval of the 2002 budget (Appendix C) as presented, to include "topping off" the reserve accounts. Motion passed.

Resolutions
On behalf of the Resolutions Committee Chair Jan Jackson, Jim Vondrell presented special and memorial resolutions (Appendix D) and moved their approval. Motion passed.

President Thomason called on those present to stand for a period of silent memorial remembrance of Donald Lane, Robert Love, William Mortensen, and Sammie Lynn Puett.

The Year in Review
President Thomason gave a brief report on the Association's accomplishments during the year, including: adoption of seven new 5-year strategic goals, regional and institutional mini-grants, initiation of quarterly regional chairs' conference calls, second annual regional chairs Leadership Institute, approval of an online Directory, financial donations to Alpha Sigma Lambda, United Negro College Fund, and American Indian College Fund; and approval of Newport, RI, for the 2004 annual meeting.

Local Arrangements
Sallie Dunphy and Phillip Whatley, Local Arrangements chairs, made a presentation on Birmingham, AL, site of the 2002 annual meeting, to be hosted by the University of Alabama at Birmingham.

Awards
Walter Pearson, Chair of the Awards Committee, announced the following awards at the awards banquet:

Board of Directors Service	Ron Blankenstein Oak Winters Pat Lawler
Merit Certificates	
Local Arrangements Chair	Penny Southby
Program Chair	Art Hoover
Editor of the 2000 *Proceedings*	Irene Barrineau
Editor of the *Journal of CHE*	Barbara Hanniford

Committee/Network Awards
Creative Use of Technology Award
Coastal Carolina University: "No Nos for English 101: Parts I and II"

Older Adults Model Program Award
Assumption College: "WISE"

Association Awards
Distinguished Credit Program
University of Tennessee, University Outreach and Continuing Education
"Physician's Executive MBA Program"

Distinguished Non-Credit Program
University of Alabama, College of Continuing Studies
"The Alabama Community College Leadership Program (The Academy)"

Emeritus	David Copeland
Meritorious Service	Gayle Cooper Rosemary Owens Jim Vondrell
Leadership	Stephen Brookfield

President Thomason presented the 4th ACHE Graduate Study Scholarship to Nissa Dahlin-Brown, University of Tennessee, Knoxville.

Transition of Presidency
Outgoing President Thomason thanked ACHE members and leaders for their support, assistance, and hospitality during the year. She especially commended Penny Southby and Art Hoover for their outstanding work as Local Arrangements and Program Chairs. She called Bob Leiter to accept the gavel and assume the presidency of the Association.

Following the "passing of the gavel" President Leiter expressed the Association's appreciation for Past President Thomason's leadership and service. As a token of appreciation for the support that East Central University gave Nancy–and ACHE–during 2000-2001, Robert presented a check for $1000 to Nancy for the continuing education scholarship fund at the university. Robert then presented Nancy with a special presidential service certificate and recognition gift from ACHE.

Adjournment
President Leiter declared the 63rd annual meeting "adjourned."

Appendix A

Membership Report

September 30, 2001

	3/31/01	New	Cancelled	9/30/01
AFFILIATE CLASS				
Institutions Represented	9	2	0	11
Individual Representatives	13	2	0	15
INSTITUTIONAL CLASS				
Institutions Represented	350	11	4	357
Individual Representatives	1385	24	5	1404
PROFESSIONAL CLASS				
Institutions Represented	329	9	20	318
Individual Members	428	18	22	424
HONORARY CLASS				
Individual Members	25	0	0	25

Members in 47 states, the District of Columbia, and 9 foreign countries (Canada, France, Hawaii, Japan, Mexico, Pakistan, Puerto Rico, Scotland, and United Arab Emirates). 1868 individuals representing approximately 625 different institutions and organizations.

New Institutional Members

Belmont University - 7
Bridgewater State College - 1
California State University, Northridge - 9
Greensboro College - 5
Greenville Technical College - 7
Regent University - 5
Simmons College - 1
Southern Oregon University - 11
University of Massachusetts- Dartmouth - 1
University of NC @Pembroke - 5
Weber State University - 10

Cancelled Institutional Members

Eastern Nazarene College - 1
Florida State University - 7
Horry-Georgetown Technical College - 7
Northland College - 6

New Affiliate Member

Condensed Curriculum International - 3
J.M. Perrone Company - 1

New Professional Members

Aramian, Craig - 5
Carl, Deborah - 7
Connolly, Maureen - 2
Costa, Madeleine - 1
Crocker, Jack - 7
Dufour, Chris - 4
Gonzales, Roxanne - 1
Kilgore-Kilpatrick, Kimberley - 5
Kunz, Avis - 4
Ledezma, Keri - 1
Levinson, Nathan - 10
Morciglio, Jean - 6
Ruggles, Jules - 9
Salsburg, Kurt - 3
Spencer, William - 3
Willits, Paula - 7
Yarbrough, Stephen - 6
Yukick, Tracy - 6

Cancelled Professional Members

Abell, John - 4
Barnes, Bernyce - 1
Laudenslaye, Nancy - 3
Lewis, Theresa - 3

Baurain, Thomas - 6
Beauchamp, Denise - 4
Broderick, Patricia - 8
Cady, Michael - 7
Fischer, Victoria - 4
Hodes, Carol - 4
Johnson, Suzanne - 7
Kengla, John - 6
Koepper, Robert - 2
Novahoski, Lisa - 4
Ott, Harold - 4
Pierce, Vivienne - 5
Schulz, Rosemarie - 9
Sullivan, Barbara - 1
Summers, Linda - 7
Tribble, Judith - 6
Warren, Peter - 10
Wisowatz, Marlene - 6

Members By Region
As of
September 30, 2001

Region	Institutional/ Affiliate	Professional/ Honorary	Total
Region I	167	49	216
Region II	88	24	112
Region III	76	24	100
Region IV	153	39	192
Region V	167	30	197
Region VI	108	82	190
Region VII	462	110	572
Region VIII	112	35	147
Region IX	41	34	75
Region X	22	9	31
Region XI	24	12	36
Total	1420	448	1868

Appendix B

Income Financial Summary

INCOME:	8/99	8/00	8/01
Institutional Dues	$ 80,161	$ 89,728	$ 90,967
Professional Dues	17,000	14,820	16,745
Miscellaneous			
Publications	2,854	2,494	3,986
Application Fees	2,600	1,300	1,400
Other	2,507	2,270	3,476
Interest, Dividends, & Increase in Investment Value	22,618	15,436	(11,766)
Balance from Previous Annual Meeting	17,080	19,021	45,450
Total Income to Date	$144,820	$145,069	$150,258

EXPENSES:	8/99	8/00	8/01
Publications			
Newsletter	6,602	7,044	8,308
JCHE	7,609	10,713	14,651
Directory	9,722	10,626	9,988
Proceedings	2,912	3,816	5,347
Total	26,845	32,199	38,294
Office Expenses			
Secretarial	18,680	29,179	40,537
Office Supplies	829	1,058	1,041
Printing & Duplicating	725	1,233	1,007
Telephone	2,264	1,932	2,346
Postage	2,203	1,829	3,804
Computer Service	-0-	-0-	-0-
Accounting	4,700	5,395	5,445
Insurance	-0-	1,732	-0-
Computer Operator	5,794	4,663	2,636
Miscellaneous	298	701	371
Total	35,493	47,722	57,187
Travel			
General	78	666	1,585
Board Meetings	10,089	12,452	10,773
Presidential	4,579	2,798	4,172
Total	14,746	15,916	16,530
Honorarium			
Executive Vice President	3,291	3,422	3,559
Total	3,291	3,422	3,559
Administrative Expenses			
Committees	2,549	1,121	2,167
Annual Meeting			
Recognition & Awards	231	58	-0-
Executive VP	-0-	-0-	-0-
Presidential	-0-	-0-	74
Administrative Charge	4,000	4,500	5,000
Total	6,780	5,679	7,241
Regional Stipends		7,017	13,000
Total		7,017	13,000
Grand Total	$87,155	$111,955	$135,811

Financial Status
Accounts as of 8/31/01

Cash in Bank - Checking	$ 3,187	
Invested Reserves	110,038	$113,225
Fund Balances		
Emergency	$ 10,000	
Development/Venture	(2,062)	
Capital	15,000	
Transition	25,000	
Total Designated Reserves	$ 47,938	
Total Operating Reserves	$ 65,287	$113,225

Expenses	1999 Budget	1999 Actual	2000 Budget	2000 Actual	2001 Budget	2001 8/31
Publications						
Newsletter	7,500	8,552	8,000	8,685	9,600	8,308
JCHE	13,200	14,634	13,690	11,901	15,500	14,651
Directory	9,200	9,722	10,000	10,626	11,000	9,988
Brochure	-0-	-0-	2,100	-0-	-0-	-0-
Proceedings	4,600	3,624	4,600	3,816	4,600	5,347
Office Expenses						
Secretarial	35,500	28,318	37,630	29,179	38,950	40,537
Office Supplies	3,400	2,271	3,000	1,441	3,000	1,041
Printing/duplicating	1,400	765	1,500	1,696	1,500	1,007
Telephone	1,944	2,799	3,000	2,141	3,000	2,346
Postage	1,700	2,399	2,000	1,829	2,200	3,804
Computer Services	300	-0-	300	-0-	300	-0-
Accounting	5,425	6,400	5,875	6,570	6,100	5,445
Liability Insurance	1,800	1,732	1,800	1,732	1,800	-0-
Computer Operator	7,500	6,304	8,250	4,663	9,407	2,636
Miscellaneous	500	430	500	1,016	725	371
Travel						
General	1,800	2,562	1,800	3,956	1,800	1,585
Board Meetings	9,000	10,089	12,000	12,452	12,000	10,773
Presidential	5,000	4,579	5,000	2,798	5,000	4,172
COLLO	150	-0-	150	-0-	-0-	-0-
Honorarium						
Executive VP	6,581	6,581	6,844	6,844	7,118	3,559
Administrative Expenses						
Nominations/Elections	1,300	1,047	1,300	1,121	1,300	1,070
Research Committee	3,000	1,500	3,000	500	3,000	1,097
Annual Meeting						
Recognition & Awards	2,200	1,971	2,200	1,943	2,200	-0-
Executive VP	400	39	400	139	400	-0-
Presidential	400	90	400	195	400	74
Dues - COLLO	200	-0-	200	-0-	-0-	-0-
Administrative Charges	4,000	4,000	4,500	4,500	5,000	5,000
Replenish Dsgnd Reserves	3,000		3,000	-0-	3,000	-0-
Regional Stipends			6,660	7,017	7,200	13,000
Total	131,000	120,408	149,699	126,760	156,100	135,811
Capital Fund		-0-		19,010		17,062
Development Fund		31,560		318		-0-
		$151,968		$146,088		$152,873

Appendix C

2002 Budget

INCOME:

Institutional Dues	$ 94,900
Professional Dues	19,500
Miscellaneous	9,000
Interest, Dividends, and Increase in Investment Value	20,838
Annual Meeting Income	11,022
Total Income	$155,260

Institutional Dues	$260	Journal Subscriptions	$40/$50
Affiliate Dues	$260	Proceedings Subscriptions	$17/$20
Additional Members	$ 25		
Professional Members	$ 60		

EXPENSES:

Publications	Newsletter	10,000
	CHE	16,000
	Directory	12,000
	Brochure	-0-
	Proceedings	5,000
Office Expenses	Secretarial	39,750
	Office Supplies	2,000
	Printing & Duplicating	1,500
	Telephone	3,000
	Postage	3,000
	Computer Services	300
	Accounting	6,475
	Liability Insurance	1,800
	Computer Operator	9,407
	Miscellaneous	725
Travel	General	1,800
	Board Meetings	10,000
	Presidential	5,000
Honorarium	Executive Vice President	7,403
Administrative Expenses	Committees/Nominations/Elections	1,300
	Research Committee	3,000
	Annual Meeting/Recognition and Awards	2,200
	Executive Vice President	400
	President	400
	Administrative Charge	5,500
	Replenish Designated Reserves	-0-
Regional Stipends		7,300
	Total Expenses	$155,260

Appendix D

Resolutions 2001

Resolutions of Appreciation

BE IT RESOLVED that the Association in convention assembled express its congratulations and deep appreciation to Art Hoover, chair of the 2001 Program Committee, and to his colleagues on the committee who–by their own example of "Leadership, Connections, and Commitment"–provided the Association with an annual meeting program that speaks to us all. As promised, these individuals crafted a program that reflects "the essence of what it means to be a professional in the field of continuing higher education today and tomorrow." Always the trail blazer, continuing education continues to lead the way in "building solid communities within higher education," and Art and his committee captured this fact beautifully in this year's program.

BE IT RESOLVED that the Association in convention assembled express its gratitude and appreciation to Colin Yerbury, Dean of Continuing Studies at Simon Fraser University and to Penny Southby, Program Director of Conference Services at Simon Fraser University (and, prior to their retirements, Margit Nance and President Jack Blaney) for hosting this annual meeting in glorious Vancouver, British Columbia. Colin, Penny, and their entire staff have pulled out all the stops to welcome us to the "Gateway to the Pacific Northwest" and to this magnificent world class hotel. The arrangements have been perfect in every way. No one could doubt that we are in British Columbia; indeed, we have been treated like royalty since our arrival.

BE IT RESOLVED that the Association in convention assembled acknowledge its profound appreciation to President Nancy Thomason and to the Board of Directors for their outstanding leadership during the 2000-2001 year. Nancy's presidency and the contributions of the Board have added significantly to the leadership of the Association within the continuing higher education community. (Further, anyone assuming that an ACHE president must be more than five feet tall to pack a significant leadership wallop clearly spent this last year on a different planet.)

BE IT RESOLVED that the Association in convention assembled acknowledge the consistently excellent level of service provided by Wayne Whelan as Executive Vice President and Irene Barrineau as Administrative Assistant and Office Manager of our home office. Through their attentiveness to our needs, responsiveness to our requests, and awareness of the trends, issues, and concerns that affect our profession, they continue to provide high quality leadership and service to the Association. BE IT FURTHER RESOLVED that Wayne and Irene be commended for their continuing efforts in producing our increasingly informative newsletter, *Five Minutes with ACHE*.

BE IT RESOLVED that the Association in convention assembled commend Barbara Hanniford, editor of *The Journal of Continuing Higher Education*, and her staff at Kent State University for maintaining the high standards of excellence for which the Journal is known. BE IT FURTHER RESOLVED that special thanks be extended this year to Roger Maclean, University of Wisconsin-Madison, who has faithfully and effectively written the "Notes and Trends" column of the *Journal* since 1997, and to Susan Imel who has been an outstanding contributor to the *Journal* since 1988 as the "Bookshelf" columnist. Both have recently relinquished these roles.

BE IT RESOLVED that the Association in convention assembled commend Irene Barrineau, for assuming the role of editor of the 2000 Proceedings, and for doing so with "Irene-esque" aplomb and remarkable ease. We thank Irene for adding this task to her already unwieldy workload and for editing and publishing a most readable and accurate account of our 2000 meeting in Myrtle Beach, South Carolina.

BE IT RESOLVED that the Association in convention assembled extend to Gayle Cooper and the University of Tennessee its sincere appreciation for the continued maintenance of the ACHE listserv, an excellent communication and networking vehicle among the membership.

BE IT RESOLVED that the Association in convention assembled express special thanks to David Copeland who, after 16 years of service to ACHE and a career devoted to continuing education and lifelong learning, has retired as Director of Continuing Education at Jacksonville State University in Jacksonville, Alabama. David's role in ACHE has been an active one, at both the regional and national levels. He has chaired numerous committees, including Budget and Finance. His quiet leadership, acute fiscal sense, and deep personal commitment to continuing higher education will be missed. With our sincere thanks, we wish David all the best in his retirement.

Resolutions in Memoriam

BE IT RESOLVED that the Association in convention assembled notes with deep sadness the death of Donald Lane, long-time Director of Indiana University Kokomo's Division of Continuing Education. Don is credited with creating an award-winning program called *Pathway*, designed to help adult students who lacked basic skills continue their education. His contributions in the field of higher education, especially with respect to under-prepared students and on issues of diversity and equity are commendable if not unparalleled. We extend our sympathy to his family and to his many colleagues at Indiana University.

BE IT RESOLVED that the Association in convention assembled notes with deep sadness the death of Robert Love, a founding member of ACHE in 1939, organized that year as the Association of University Evening Colleges (AUEC). In 1950-51 he served as President of AUEC. Even after his retirement in 1969, at the age of 71, from Bernard M. Baruch College of the City University of New York, Dr Love remained an honorary member of ACHE and maintained his interest in the affairs of the Association. We extend our sympathy to Dr. Love's family and celebrate his 102 years of life.

BE IT RESOLVED that the Association in convention assembled notes with deep sadness the death of William Mortensen, long-time Executive Director of the Extension program at the University of Southern Maine. Bill joined USM in 1965 and soon thereafter was appointed director of the university's continuing education and public service programs. He became a widely recognized expert in these fields. Moreover, the excellence of USM noncredit programming that now reaches more than 75,000 citizens each year is a testament to Bill's extraordinary commitment to adult and continuing education. We extend our sympathy to Bill's friends, family, and colleagues at USM.

BE IT RESOLVED that the Association in convention assembled notes with deep sadness and a profound sense of loss the recent death of Sammie Lynn Puett, longtime University of Tennessee administrator and two-time state commissioner. After beginning her career at UT, Sammie left to serve in Governor Lamar Alexander's cabinet as Commissioner of the Department of Human Services. Her success as commissioner helped make Tennessee's Department of Human Services a model for other states. Sammie returned to UT in 1985 as associate vice president for university relations and in 1989 was named vice president for public service, continuing education, and university relations. She had most recently served as chancellor of New College, an internet-based initiative to provide UT courses online. Sammie was an active and supportive member of ACHE for many years, and was instrumental in launching ACHE's listserv. Those of us in ACHE who knew Sammie agree with the words of Philip Scheurer, UT vice president for operations who said, "In all she did she brought a sense of style, determination and wit to bear on important decisions...Rarely do we ever cross paths with someone as consistently positive and generous. She was one in a million." We extend our deepest sympathies to Sammie's family and friends, and to her many colleagues at the University of Tennessee.

Resolutions - September 11, 2001

BE IT RESOLVED that the Association in convention assembled notes with grief and sadness the enormous loss of life in the wake of the September 11, 2001 terrorist attacks. The Association extends special sympathy to our colleagues at Pace University who lost offices located in the World Trade Center and whose lives have been turned upside-down since the tragedy. To all of our colleagues across the country whose lives have been touched either directly or indirectly by the events of September 11, we offer our sympathy, our hand of friendship, and our willingness to assist you in whatever way we can.

BE IT RESOLVED that the Association in convention assembled celebrates the "pluck" and determination of the ACHE membership in its resolve to move ahead with and attend the 2001 annual meeting in Vancouver, despite travel obstacles and flying fears. Now, more than ever, the Association recognizes the courage, drive, and motivation of its membership and celebrates the fact that–despite everything–we are still willing to come together as friends and colleagues to advance the goals of the Association and the profession.

And finally...

BE IT RESOLVED that the Association in convention assembled rededicates itself to the goal of building an educated citizenry in our world. As adult, continuing, and lifelong educators, we share the responsibility to create wholesome and egalitarian learning environments and to promote the essential work of education: of fighting ignorance, prejudice, and hatred. Through ACHE and in our professional roles, it is fundamental that we teach how to live successfully, with tolerance and forbearance for one another; to stand against hatred and violence; and to stand against those who preach hatred and violence. We understand that the way we treat one another is of overarching importance–not just for the quality of education, but for the quality of our lives.

Appendix E

Awards Committee Report

Walter Pearson, Chair

In order to stimulate, encourage, and reward outstanding contributions to the advancement of continuing education, the Association of Continuing Higher Education has established awards or honors for different categories.

During the past year the members of ACHE were invited to nominate individuals and/or programs for the 2001 Association Awards. Strong participation from the membership resulted in a number of outstanding nominations. Members of the Awards Committee reviewed each nomination and reported to the Board of Directors their recommendations for national awards or honors.

The ACHE Board of Directors approved the following programs and individuals for the 2001 ACHE Association Awards. The ACHE national award winners will be recognized at the annual ACHE Awards Banquet in November, 2001.

DISTINGUISHED CREDIT PROGRAM AWARD

Physician's Executive MBA Program, University of Tennessee
Program Director: Bob Jackson, University of Tennessee,
University Outreach and Continuing Education

DISTINGUISHED NONCREDIT PROGRAM AWARD

The Alabama Community College Leadership Program (The Academy), University of Alabama
Program Director: Jean Foster Herron, University of Alabama,
College of Continuing Studies

LEADERSHIP AWARD Dr. Stephen Brookfield

MERITORIOUS SERVICE AWARD - THREE RECIPIENTS

Dr. James Vondrell
Dr. Gayle Cooper
Dr. Rosemary Owens

CREATIVE USE OF TECHNOLOGY NETWORK AWARD

No Nos for English 101 Parts I and II
Dr. Lee Bollinger
Coastal Carolina University

OLDER ADULTS MODEL PROGRAM AWARD

Worcester Institute for Senior Education (WISE)
Assumption College

EMERITUS AWARD David Copeland

Appendix F

Nominations Committee Report

Pat Lawler, Chair

President Nancy Thomason announced the results of the 2001 election for officers and Directors-at-Large:

President-Elect:	Allen Varner
Vice-President:	Jerry Hickerson
Directors-at-Large:	Lisa Braverman
	Dennis Parks
	Phillip Sisson*

Current President-Elect Robert Leiter automatically assumed the Presidency at the Vancouver annual meeting.

---

*Appointed by Executive Committee to a one-year term as Director-at-Large, filling vacancy created by David Copeland's retirement.

Appendix G

Publications Committee Report

Robert J. DeRoche, Chair

The primary purpose of the ACHE's Standing Committee on publications is to review the various publications of ACHE and make recommendations to ACHE's Board of Directors regarding format, content, design, frequency, and appropriateness of each.

The Journal of Continuing Higher Education

Barbara Hanniford has settled in as the new Editor of the Journal this year. While some small changes have been made, the traditional look and quality of the Journal has been retained and it remains a leading publication in the field. It has been suggested that a special issue be published for the 50th anniversary of the Association in 2002. Another successful subscription was conducted in 2000.

Proceedings

This year the Board shifted the publication from a volunteer function to a central office function with appropriate funding. The transition has gone smoothly. The Committee wishes to thank Irene Barrineau for the timely publication and mailing of the 2000 Proceedings.

Five Minutes With ACHE

The newsletter prepared by the home office continues to be a valuable service to the membership. If any members have suggestions for the newsletter, please present them to the home office staff or to any member of the Publications Committee.

ACHE Directory

The Directory continues to be reviewed and enhanced. Over the years, it has proven to be a valuable resource to the members. Directory suggestions are welcome.

Appendix H

Research Committee Report

Edna Farace Wilson, Chair

The committee continues to conduct outreach to increase the number of research proposals. We appreciate the assistance from ACHE members who help to identify doctoral students and other professionals working on research. ACHE members also submit proposals for their own research.

One area of concern is the requirement for presentation at the next year's conference. It is difficult to require this when the committee does not provide funding for conference attendance or travel.

The research review team selected three proposals at $1,000 for funding and for presentation at the 2002 conference.

Announcements for the proposals were made through Five Minutes, ACHE listserv, and direct mail. In addition, research committee members distributed announcements at a variety of professional meetings.

Appendix I

Community and Two-Year College Network

Ruth M. Romano, Convenor

All two-year and community colleges have been invited to the Network Meeting in Vancouver for the ACHE 2001. We plan to highlight the programs that are working in each college and speak about the DOs and DON'Ts in Continuing Education Departments.

Appendix J

Instructional Technology and Distance Learning Network

Mary Bonhomme, Convenor

The network team continues to learn about new technologies and what various member institutions are doing in the technology arena by quarterly conference calls. In addition, network committee work is conducted. This year various technology providers joined our conference call meetings to demonstrate their products. This provided a professional development opportunity for our members in a very cost-effective manner; i.e., the cost of a phone call!

The Innovations in Technology award winner was identified and that information was forwarded to the association awards committee chair. Plans call to continue this award for next year.

Mary Bonhomme has been asked by Bob Leiter to continue as team facilitator. The current roster of Tech Team members is being surveyed to determine those who wish to remain on the Tech Team.

Appendix K

International Continuing Higher Education Network

Diana M. Henshaw, Convenor

Network activities during this year have consisted of an effort to rebuild interest among the ACHE members in the International Continuing Higher Education Network. A slogan was adopted for the 2001 annual meeting – "Celebrate ACHE Global Awareness".

Flyers were mailed to all ACHE members as "date savers" inviting attendance at the network meeting and indicating that the session would center on the sharing of success stories and partnership opportunities. The flyers also indicated that door prizes would be given away.

Following the events of September 11, an email was sent to at least one ACHE member per institution again inviting them and their colleagues to attend the network meeting. A series of new focus topics was indicated in the email.

Hopefully, these steps will encourage attendance at the annual meeting so that we may be able to develop an online group to continue dialogue throughout the year on international topics of interest to members.

Appendix L

Marketing Network

John Kokolus, Convenor

The Marketing Network was relatively inactive over the past year as far as listserv exchanges are concerned. After two years of heading this network, it appears that its real goal is at the annual conference where trends and best practices are exchanged.

Note that in Myrtle Beach last year the following changes in regional CE markets were noted by the Marketing Network participants:

- flattening of undergraduate enrollment
- growing graduate enrollment
- growth in programs for the 55+ demographic
- executive MBAs for medical doctors
- increased customized training
- growth in national certificates
- growth in non-credit programs
- growth in professional development programs
- growth in partnerships among trainers, corporations, and CE

Appendix M

Minority Affairs Network

Gwendolyn Dooley and Barbara A. Roseboro, Co-Convenors

The Minority Affairs Network met in Myrtle Beach, South Carolina at the Annual ACHE meeting in October 2000. Two co-conveners were elected: Gwendolyn Dooley, Region VII and Barbara A. Roseboro, Region VI .

The Network sponsored a luncheon and the guest speaker was Dr. Lori Arviso Alvord, Associate Dean of Student and Minority Affairs at Dartmouth Medical School. The presentation was excellent, informative and quite thought provoking. The luncheon was well attended.

The Network also sponsored a workshop, "Professional Development Strategies: Getting Out of the Minority Box." This was an open discussion led by Network members.

It was decided that the Network would no longer sponsor a luncheon at annual meetings but rather assist with the overall planning of the meetings in order to ensure minority keynote speakers for the general sessions. It was felt that all participants would benefit from such diverse general session programming. Additionally, we will try to encourage and increase minority involvement and participation.

Appendix N

Older Adult Learning Network

JoAnn Smith, Convenor

The expanding program repertoire for retired professionals, senior community leaders and other well educated older adults indicates a response to expectations for intellectually engaging programs worthy of their consideration and their attendance. ACHE's institutional membership is increasing the number of high caliber programs for this significant group.

The Older Adult Learning Network sponsors a national recognition search for the Exemplary Model Program of the year. The distinguished recipient of the 2001 award is "Worcester Institute for Senior Education" of Assumption College, Worcester, Massachusetts.

Presentation of the 2001 Exemplary Model Program by the award winner, Charlene L. Martin, Dean of Continuing Education at Assumption College will be on Tuesday morning at 9:45.

The conference program, Older Adults in Your Community, was presented on Tuesday afternoon at 2:00 by Dr. Terry Foster, Director, Center of Extended Academic Programs at The University of Southern Maine in Portland.

Appreciation to Dr. Edna Wilson of Fairfield University for chairing the award selection process.

Appendix O

Professional Development Network

Jerry Ann (Jan) Smith, Convenor

During the 2000 – 2001 term the Professional Development Network sent out a call for applications for the 2001 ACHE Scholarship. The Network received and reviewed five applications and made its recommendation to the Board of Directors in Spring, 2001. More effective strategies for publicizing the availability of the scholarship will be explored at the Network meeting in Vancouver.

The Network web site was updated with current information about the network and its purpose. The web site is: http://www.uga.edu/cpp/ACHE-network.htm. The site links to the scholarship guidelines and application form. The Network will continue to review and update the guidelines and application.

The purpose of the network is to foster continuing professional development for ACHE members. At the 2001 Annual Meeting session, the Professional Development Network committee members will discuss actions for the upcoming term.

Appendix P

Program Committee

Art Hoover, Chair, Eastern Michigan University
Penny Southby, Chair, Local Arrangements Committee, Simon Fraser University
Irene Barrineau, ACHE
Pamela Collins, Eastern Michigan University
Pauline Drake, Spelman College
Regis M. Gilman, Lenoir-Rhyne College
Denise M. Hart, Fairleigh Dickinson University
Donna Keene, University of Alabama
Kristopher Krzyzanski, Wayne State University
Margaret Landstrom, University of British Columbia
Larry M. McMillin, Northwest Nazarene College
Joseph Nairn, Rochester Institute of Technology
Margit Nance, Simon Fraser University (retired)
Lynn R. Penland, University of Evansville
Dennis Robertson, California State University
Patricia Szymurski, Drexel University
Nancy Thomason, East Central University
Allen D. Varner, Indiana State University
James H. Vondrell, University of Cincinnati
Wayne Whelan, Trident Technical College

Appendix Q

Officers, 2000-2001

President
Nancy Thomason, East Central University

President-Elect
Robert B. Leiter, University of Tennessee, Knoxville

Vice President
Allen Varner, Indiana State University

Immediate Past President
Patricia A. Lawler, Widener University

Executive Vice President
Wayne L. Whelan, Trident Technical College

Board of Directors

Ron Blankenstein
College for Lifelong Learning

David Copeland (retired)
Jacksonville State University

Philip A. Greasley
University of Kentucky

Denise M. Hart
Fairleigh Dickinson University

Charlene L. Martin
Assumption College

Pamela Murray
Mary Baldwin College

Barbara A. Roseboro
Wayne State University

Oakley Winters
Western Carolina University

Regional Chairs

Region I
David H. Bergquist
Becker College

Region II
Thomas Fuhr
SUNY, Potsdam

Region III
Shelly Gimenez
Pace University

Region IV
Christopher Dougherty
Philadelphia University

Region V
Daniel Dowdy
Mary Baldwin College

Region VI
Barbara Roseboro
Wayne State University

Region VII
John Yates
Murray State University

Region VIII
Royce Ann Collins
Baker University

Region IX
Dennis "Skip" Parks
California Polytechnic State University

Region X
Lou Workman
Southern Utah University

Region XI
Larry McMillin
Northwest Nazarene University

Appendix B

Roll of Past Presidents and Annual Meetings

Year & Place	President	Institution
1939 New York	Vincent H. Drufner	University of Cincinnati

1940 Omaha	A. Caswell Ellis (acting for Drufner, deceased)	Cleveland College
1941 Cleveland	A. Caswell Ellis	Cleveland College
1942 Buffalo	George Sparks (acting for A.L.Boeck, resigned)	Georgia State University
1943 Chicago	George Sparks	Georgia State University
1944 Pittsburgh	Norman P. Auburn	University of Cincinnati
1945 Philadelphia	Lewis Froman	University of Buffalo
1946 New York	Henry C. Mills	University of Rochester
1947 Minneapolis	F.W. Stamm	University of Louisville
1948 New Orleans	Rollin B. Posey	Northwestern University
1949 Cincinnati	Herbert Hunsaker	Cleveland College
1950 Denver	Frank R. Neuffer	University of Cincinnati
1951 Detroit	Robert A. Love	City College of New York
1952 Atlanta	Cortell K. Holsapple	Texas Christian University
1953 St. Louis	Henry Wirtenberger, S.J.	Cleveland College
1954 Milwaukee	Willis H. Reals	Washington University
1955 New Orleans	John P. Dyer	Tulane University
1956 New York	George A. Parkinson	University of Wisconsin
1957 Montreal	William H. Conley	Marquette University
1958 Louisville	Alexander Charters	Syracuse University
1959 Pittsburgh	Richard A. Mumma	Johns Hopkins University
1960 San Francisco	Kenneth W. Riddle	Drexel University
1961 Cleveland	Richard A. Matre	Loyola of Chicago
1962 Miami	Daniel R. Lang	Northwestern University
1963 Boston	Richard Deter, S.J.	Xavier University
1964 St. Louis	Earnest S. Bradenburg	Drury College
1965 Dallas	Ralph C. Kendall	University of Toledo
1966 Buffalo	Richard F. Berner	State University of New York, Buffalo
1967 New Orleans	Ernest E. McMahon	Rutgers University
1968 San Francisco	William Huffman	University of Louisville
1969 Washington DC	Raymond P. Witte	Loyola of New Orleans
1970 Montreal	Clarence Thompson	Drake University
1971 Des Moines	Joseph P. Goddard	University of Tennessee
1972 New York	William T. Utley	University of Nebraska at Omaha
1973 Chicago	Hyman Lichtenstein	Hofstra University
1974 New Orleans	Carl H. Elliott	TriState University
1975 Salt Lake City	Alban F. Varnado	University of New Orleans
1976 Philadelphia	Richard Robbins	Johns Hopkins University
1977 Montreal	William Barton	University of Tennessee
1978 Fort Worth	James R. McBride	Canadian Bureau for International Education
1979 Toronto	Lewis C. Popham, III	State University of New York, Oswego
1980 Knoxville	Gail A. Nelcamp	University of Cincinnati
1981 Los Angeles	Frank E. Funk	Syracuse University
1982 New Orleans	Leslie S. Jacobson	Brooklyn College
1983 Dallas	Louis E. Phillips	University of Georgia
1984 Boston	Wayne L. Whelan	University of Tennessee at Knoxville
1985 Atlanta	Frank Santiago	Brigham Young University
1986 Philadelphia	Stanley J. Gwiazda	Drexel University
1987 Indianapolis	Nicholas E. Kolb	Indiana University of Pennsylvania
1988 Salt Lake City	Hal Salisbury	Trident Technical College
1989 Charleston	Peter K. Mills	Nova University
1990 Miami	John Michael Sweeney	Fairfield University
1991 Seattle	Sam C. Bills	University of Tennessee at Knoxville

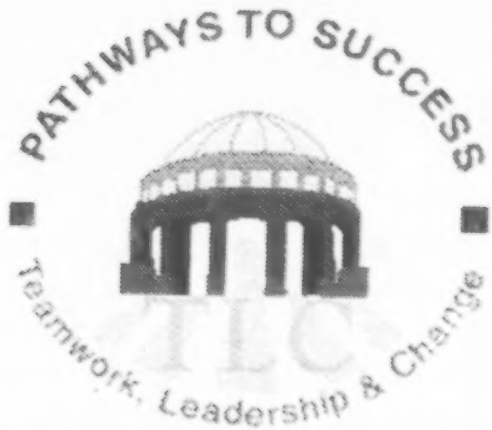
1992 Milwaukee	Nancy F. Gadbow	Nova University
1993 Jackson	Jan Jackson	California State University-San Bernardino
1994 Toronto	James H. Vondrell	University of Cincinnati
1995 Kansas City	Ronald D. Ray	South Carolina State University
1996 Palm Springs	Norma R. Long	College of Notre Dame of Maryland
1997 University Park	Paula E. Peinovich	Regents College
1998 Fort Worth	Dale K. Myers	Thomas More College
1999 Cincinnati	Scott Evenbeck	Indiana University-Purdue University @Indianapolis
2000 Myrtle Beach	Patricia A. Lawler	Widener University
2001 Vancouver	Nancy Thomason	East Central University

Appendix S

Citations for Leadership

Year	Place	Recipient
1965	Dallas	Alexander Liveright
1966	Buffalo	Cyril O. Houle
1967	New Orleans	John P. Dyer
1968	San Francisco	Frank R. Neuffer
1969	Washington, DC	Edwin H. Spengler
1970	Montreal	Richard T. Deters, Daniel R. Lang
1971	Des Moines	Howell W. McGee
1972	New York	Robert F. Berner
1973	Chicago	Alexander N. Charters, Ernest E. McMahon
1974	New Orleans	(no award given)
1975	Salt Lake City	Paul Sheats
1976	Philadelphia	(no award given)
1977	Montreal	(no award given)
1978	Fort Worth	John B. Ervin
1979	Toronto	J. Roby Kidd
1980	Knoxville	(no award given)
1981	Los Angeles	MacNeil-Lehrer Report
1982	New Orleans	Joseph P. Goddard, Adele F. Robertson
1983	Dallas	(no award given)
1984	Boston	Grover Andrews
1985	Atlanta	(no award given)
1986	Philadelphia	Leslie S. Jacobson
1987	Indianapolis	Louis Phillips
1988	Salt Lake City	(no award given)
1989	Charleston	(no award given)
1990	Miami	(no award given)
1991	Seattle	Roger Hiemstra
1992	Milwaukee	(no award given)
1993	Jackson, MS	Sam C. Bills, Calvin L. Stockman
1994	Toronto	(no award given)
1995	Kansas City, MO	Robert Simerly
1996	Palm Springs	Clifford Baden, Morris Keeton
1997	University Park	Henry Spille
1998	Fort Worth, TX	(no award given)
1999	Cincinnati	Robert Kegan
2000	Myrtle Beach	K. Patricia Cross, Donna S. Queeney
2001	Vancouver	Stephen Brookfield

64th Annual Meeting
Association For Continuing Higher Education



Pathways to Success: Teamwork, Leadership, and Change (TLC)

Birmingham, Alabama

Hosted by:
University of Alabama at Birmingham

ACHE

Trident Technical College
PO Box 118067, CE-M
Charleston, SC 29423-8067

Nonprofit Org.
U.S. Postage
PAID
Permit No. 77
Charleston, SC

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[X] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[ ] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").